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ABSTRACT

In June 1988, the heads of Staff Development of each institution of the Ontario Colleges of Applied Arts and Technology were invited to submit brief descriptions of 5 to 10 outstanding programs or practices designed to develop human resources within the college. This directory of exemplary practice provides a selection of the colleges' submissions. After a brief introduction that emphasizes the importance of both sharing and celebrating effective and innovative practices in a time of dwindling resources, descriptions, and a contact person, are presented for the following: (1) exemplary programs and practices for student retention, including retention strategies, and activities fostering student success and articulation; (2) exemplary practices in faculty and staff development, including programs for part-time teacher's, mentoring, employee recognition, employment equity, sabbaticals and retirement, curriculum development, and support staff; (3) exemplary practices that serve non-traditional clientele, including special needs, native, Francophone, and international students; (4) exemplary practices in management and organizational development, including training for academic leaders, strategic planning, and research and development, and fundraising for human resource development; (5) exemplary partnerships with business, industry, and community, including service contracts and externships; and (6) exemplary practices in computer applications, including computers uses in staff development, program-specific uses, partnerships with industry, and innovations in instructional delivery. A list of submissions by chapter is included. (MAB)

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HUMAN RESOURCE DEVELOPMENT IN THE THIRD DECADE

an initiative of the
Council of Presidents
for the Ontario Colleges of
Applied Arts and Technology

EXEMPLARY PRACTICES IN STAFF AND PROGRAM DEVELOPMENT

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Human Resource Development in the
Third Decade: A Monograph

an initiative of the
Council of Presidents and
The Association of Colleges of
Applied Arts and Technology of Ontario

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and
The Ontario Council of Regents

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This monograph is dedicated to the memory of

Norm Sisco

and to

Lorne Johnston

and

Herb Jackson

who are leaders among their peers
and models of the spirit of innovation,

and to

the first Presidents and early pioneers of the
Ontario Colleges of Applied Arts and Technology,
one of the most effective educational systems
in the world.

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And **MOST IMPORTANTLY**, to **ALL the FACULTY, ADMINISTRATORS AND SUPPORT STAFF** across the Ontario Community College system for the energy, dedication and enthusiasm which has produced the programs and practices documented throughout this Monograph.

INTRODUCTION

People are frequently reluctant to think of themselves as innovators. Perhaps they imagine that a true innovation is a never-before-thought-of idea arising from the mind of a Galileo or a Newton. They may feel it presumptuous to claim to be an innovator when perhaps somewhere, sometime, someone else has had a similar thought, and had it first.

Aspiring innovators will be relieved to know that it's not that hard. Certainly, innovators need to be resilient. They need to be comfortable with taking risks, willing to return to the drawing board as their ideas evolve, and to accept with equanimity the likelihood that their "new" idea will be someone else's old shoe. Their task is to stimulate new ways of looking at old problems, to introduce novelty, to get their own and other people's creative juices flowing. True innovators may indeed be playing with a new idea; but they are just as likely to be fine-tuning a familiar one. Their improvement may contribute to the entire field of adult education, to their college, or perhaps only to their own department. But each is a valuable contribution to the process of human resource development. The League for Innovation in the Community College provides a definition of innovation within which anyone associated with the teaching/learning enterprise can find inspiration. It defines innovation as "any educational activity, process, program or product that has contributed to the improvement of student learning, staff performance, institutional management or community service in public two-year colleges".

Community college educators are no strangers to innovation. Back in 1965, the newly minted colleges nurtured innovation, encouraged risk-taking and rewarded experimentation. The visionary educators of the '60s, recognizing the economic necessity of an educated citizenry that could respond to the rapid rate of technological change, dedicated their efforts toward "equality of opportunity to all sectors of our population....(and) the fullest possible development of each individual to the limit of his ability".¹ The "wheel" that they invented has gathered momentum over the years, contributing to the mobility of hundreds of thousands of young Canadians who were previously under-served by the education system. As the world has changed, the mandate of the colleges has expanded to include adults of all ages, both at home and abroad, who look to the colleges to supply training, retraining and leisure time programs. Increasingly, the colleges are entering into partnerships with government, business and industry to supply the highly trained and specialized workforce our country requires to remain economically competitive in the world market.

The strengths that will enable the colleges to face the challenges of the future lie, as they always have, in their human resources. Over the years, pioneering governors, administrators, staff and faculty have applied their energy and ingenuity to the task of creating an environment that would support student learning. Countless students have completed courses of study and entered the work force as fully contributing members of society. Many have returned as governors, program advisors or staff to enrich the college system.

¹ *Statement in the Legislature: Introducing Colleges of Applied Arts and Technology in Ontario, May 21, 1965.*

It is a tribute to the tenacity and dedication of those who staffed the fledgeling colleges that so many of them remain in the system today. But the intimate, focused environment that nurtured those first educational entrepreneurs is a thing of the past. Today's colleges are complex and decentralized, striving to adapt to increasingly diverse societal demands in ways that are frequently blurred and reactive. With the declining numbers of post-secondary students, colleges have been required to adjust to the needs of greater proportions of "new" or non-traditional learners. Upgrading and retraining programs, affirmative action programs for women, immigrant and minority groups, the elderly and the physically challenged, all have demanded new and flexible responses from the colleges.

At the same time, shortfalls in basic levels of literacy among employees threaten the ability of North American business and industry to compete in the world market place. The Ontario Council of Regents' environmental scan *With the Future in Mind*² reports that "16% of Ontario adults are functionally illiterate, reading below the ninth grade level...Almost all jobs require reading (98%); two hours per day at the Grade 10 level is common...It is estimated that 100 hours of intensive learning are required to raise an individual's literacy level by one grade". These statistics come as no surprise to Canadian educators. With increasing pressures and shrinking resources, colleges are forced to sustain enrollments at the potential cost of maintaining academic standards. Today's students and today's schools have been conditioned all too often to think in terms of "minimum requirements".

Given that today's challenges are greater and rewards more elusive, the need for support and development of staff at all levels in the Ontario colleges has never been so great. Everyone recognizes and agrees that programs are only as good as the people who support them. Faculty need retraining and upgrading. How can educators who have not kept pace with technological change teach students to do so? Staff and administrators need support to cope with the implementation of changing administrative structures. Leaders must grow and reproduce themselves to plan strategically for the demands of the future. It is vital that our colleges provide their human resources at every level with a working environment in which they can experience satisfaction, personal growth and a sense of their skills being needed and appreciated. When eighty percent of a ninety million dollar budget is spent on people, it makes only good business sense to support the development of those human resources.

It is to that end that this publication is dedicated. It has evolved from a desire to recognize the achievements of the past twenty years, and the challenges of the immediate future. In September, 1987, the Committee of Presidents of the Ontario CAATs received a proposal suggesting the formation of a Task Force on Human Resource Development in the Third Decade of the College System. A committee was formed, chaired by Dr. Roy Giroux of Humber College, and charged with initiating a system-wide consultation with a sampling of 'all the key constituents' at every level across the twenty-two Ontario colleges. People were asked to give input about values and practices as they experience them now in their colleges, and as they want them to become in the future. Participants were invited to talk about programs that are a source of satisfaction and pride to them, and ones they would like to see instituted in their own home college. The process and outcomes of this consultation are documented in the *Blueprint Proposal for Human Resource Development in the Third Decade of the Ontario Colleges of Applied Arts and Technology*,

² Ontario Council of Regents. *Vision 2000: With the Future in Mind; An Environmental Scan*, March, 1989.

which was presented to the Committee of Presidents (as it was then known) in January, 1989.

The consultation was based on an affirmation contained in the original proposal:

"We believe that we have the expertise in the system to develop a proactive and positive approach to realizing our future *through our people* on our own terms.....We also firmly believe that without an overall human resource policy framework, we will pursue difficult and complex issues in an isolated and ad hoc fashion, without the benefit of a system-wide effort which seems necessary at this juncture in the colleges' history."

Following the tradition of Peters and Waterman,³ it was decided that if the committee wanted to develop excellent HRD strategies for the future, it should look at what successful people and colleges are doing right now. In June, 1988, the heads of Staff Development of each Ontario college were invited to submit a brief record of five to ten programs or practices that they felt best represent their colleges' contributions to the development of their human resources.

Many colleges had difficulty deciding which exciting and innovative programs to document. It was even more difficult to decide on which practices to include in this report. The selected and abbreviated accounts presented here cannot do justice to the richness and variety of ideas in action throughout the system. Most of the colleges represented are leaders in numerous areas of staff development, and some exciting ideas are at work simultaneously in several colleges.

This publication provides only a taste of the range of commitment and creativity of dedicated men and women across the system. It was an exciting task to read all the submissions, and a difficult one to narrow them down and group them according to their central purpose or the target group they are intended to serve. Many of the programs described below undoubtedly have their counterparts at other Ontario colleges which may not be acknowledged. The practices reported were selected from among those which were submitted by each college's HRD representative, or which could be inferred from their accompanying literature.

It is hoped that this celebration of some of the many exemplary programs and practices in Human Resource Development presently in action across the Ontario college system will be a source of satisfaction and inspiration for the years ahead. We are all the beneficiaries of these practices dedicated to "adding value to staff so that they can add value to students".

³ Peters, Thomas J. and Robert H Waterman Jr. *In Search of Excellence*, Harper and Row, New York, 1982.

EXEMPLARY PROGRAMS AND PRACTICES FOR STUDENT RETENTION

The most important reason for the existence of any education system is student success. If the Ontario Colleges of Applied Arts and Technology are successful in fulfilling their primary mandate, most students who wish to study here will gain access to a course of study appropriate to their needs, find themselves welcomed and supported throughout the duration of their studies, and emerge prepared with the necessary skills to succeed vocationally and contribute to society.

Accessibility to post secondary studies cannot be measured simply by who can get in to college, but by what happens to them while they are there and whether they stay until they get what they came for. Yet a growing body of research suggests that attrition rates among first year students in Ontario colleges remain unacceptably high. Students drop out of their studies at college for a wide variety of reasons, only some of which relate directly to the quality of education they are receiving. Financial difficulties, work and family commitments, loneliness and the long distances many students must travel to get to school all contribute to high drop-out rates. So do low levels of literacy, poor English language skills, and insufficient mathematical reasoning or general problem-solving skills.

Educators have tended to place great emphasis on the shortcomings of the "underprepared student" to explain the high rate of attrition in post-secondary education. But as the incidence of "underpreparedness", in all its definitions, inches toward the majority among college students, college educators are increasingly challenged to examine the whole quality of the educational experience to find ways to retain and support learners. Our present reality demands that we replace the "students' inalienable right to fail" ethos of the sixties with "the educator's responsibility to help the student succeed".

Once students graduate and enter their chosen field of employment, we cannot consider them "successful" if they are involuntarily unemployed again after only a few weeks or locked into low level jobs with little opportunity for advancement. By the same token, a college's record of student success must be measured not only by how many students it attracts, or the grade point average of those who graduate, but by how many entering students persist until graduation, how satisfied they are with the education they received, and how successful they are at getting and keeping a job in the area for which they were trained.

Across the Ontario CAATs, faculty and staff are renewing their efforts to understand the factors that contribute to attrition. They are intensifying their commitment to keeping students in college long enough to identify what combination of academic and support programming they need to help them to meet their goals.

(a) RETENTION STRATEGIES

At **Conestoga College** in Kitchener and **Mohawk College** in Hamilton, concern for improvements in student retention have resulted in a development project which is now in its fourth year. The project is based on the conviction that the present attrition of the student population is too expensive to ignore, both from the Colleges' perspective, and from the point of view of the students. The capability to effect change in the rates of student retention is regarded, first and foremost, as directly dependent on the Colleges' ability to document the many factors involved. Finally, Conestoga and Mohawk recognize that closely associated with student retention concerns are matters of recruitment, program quality assurance, and faculty development.

The **Retention Program** at Conestoga College and Mohawk College is presently compiling a database and developing action plans based on the following:

- **Recruitment** - Records are being compiled to capture data on: numbers of applicants (by program of choice); offers sent; registrants; no-shows; late-accepts; numbers of students still enrolled in November; market-share analysis; and market awareness for each of the diploma programs.
- **Demographics** - All new diploma-level students are required to answer a 28 item survey providing a comprehensive documentation of their academic background, as well as a record of relevant personal information and attitudes.
- **Academic Progress Review** - Early in the academic year faculty are asked to identify any student who in their opinion is performing unsatisfactorily. This information is collated and returned to program coordinators for appropriate intervention. Records of this review are kept for later correlation.
- **Course Assessment** - At this stage, the course assessment has been limited to first-semester classes at Conestoga. Students complete the assessment of all their courses at one sitting. Factors measured include the students' perception of: amount of homework; difficulty of course material; their own learning; teacher preparation; support materials; students' interest; and students' effort. Results obtained from this survey are returned to the program faculty as a group.
- **Withdrawal Survey** - A 25-question survey is used to attempt to gain a greater insight into the reasons why students leave college. This survey is administered by program coordinators.
- **Academic Records** - A thorough study of student records is being carried out to assess the consequences of promoting students with some failed courses. This analysis also provides the basic data for establishing retention statistics and some unique insights into the causes of attrition.
- **Program Development** - When the accumulation and analysis of the above mentioned information is complete, program coordinators are expected to hold meetings with all faculty concerned to study the results and develop strategies for improving their retention.
- **Faculty Development** - The course assessment survey provides an abundance of information on problems being encountered in the classroom. In fact, sufficient

information has now been accumulated to mount workshops designed to assist faculty in handling a variety of difficult classroom scenarios.

As a result of the recent Freedom of Information legislation, this program is presently under review.

FOR MORE INFORMATION, please contact:

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In consultation with:

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* * * * *

Mohawk College has developed a **Student Success Campaign** designed to build on the Retention Study described above. Its objectives are:

- To create a system to manage and guide student success.
- To mobilize College-wide awareness and involvement in student success.
- To assist academic departments in setting departmental and program-based retention goals and in developing and implementing related student success strategies.

The campaign is composed of three parallel activities:

1. The College-Wide Retention Study

Demographic data are collected on all students entering programs at Mohawk College, and all who withdraw from programs prior to their completion. The data are currently being collected only for post-secondary programs, but as this activity progresses, Mohawk will be adding certificate programs as well. Results of the demographic and withdrawal data provide academic departments with information on their market share, applicant profile, retention rate and student withdrawal factors.

2. Departmental Initiatives and Applied Research Projects

Demographic and withdrawal analyses often result in the development of departmental strategies for maximizing student retention/success. Through the Counselling and Career Development Office these strategies are recorded and promoted throughout the College in a bimonthly "Student Success Update". It is not uncommon for the demographic or withdrawal analyses to raise further questions, or for further research to be conducted prior to implementing a potential student success strategy. To assist with this, the Associate Director, Counselling and Career Development either conducts or contracts applied research projects (e.g. the role and function of attendance in student success).

3. The Student Success Consultative Team

To assist academic departments to facilitate broad corporate strategies, a Student Success Consultative Team has been formed. Through a consultative process, this team

assists individual departments/programs to develop student success/retention strategies in each of four sectors:

- (a) The Admission/Selection Process
- (b) The Institutional Environment
- (c) Program Design and Delivery
- (d) The Student's Responsibility for Learning

Since Strategies in each of these sectors can also be at a corporate level, the Student Success Consultative Team seeks College-wide input to develop, implement and evaluate corporate strategies to maximize student success (e.g. Orientation program for new students).

Specific evaluation of each research project will be carried out using a pre-test/post-test comparison. Overall evaluations of retention rates will be carried out on a program-by-program, year-to-year basis.

FOR MORE INFORMATION, please contact:

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* * * * *

At **Seneca College** in Toronto, research has indicated that every year a significant number of students are in academic difficulty by the end of their first semester. In the past, these students were asked to withdraw, either from their program or from the College, for at least one semester. A significant proportion of them did not return to complete their interrupted studies.

For the past six years, such students have been offered an alternative: **The Interim Semester**. The intent of this program is to allow students to address the reasons for their initial difficulties and to gain the skills necessary for future success. Common reasons for academic difficulties are underdeveloped language skills, unsuitable program choice, poor study-habits, excessive part-time work, and personal and attitudinal problems.

During the Interim Semester at Seneca, students are registered as full-time students in the General Arts and Science program so that they can receive funding. In addition, each student takes five hours of English per week, with access to the writing clinic, and five hours of Liberal Studies, including a course in critical thinking and problem-solving. Where appropriate, remedial mathematics is also part of the program. Most courses are credit courses; thus, when students are successful they may return to their original program or choose another field of study at the College.

The success of this retention strategy is evidenced by the fact that each year, approximately 50% of the Interim Semester students are eligible to register at the College in full-time programs the following September.

FOR MORE INFORMATION, please contact:

Jim Streeter, Interim Semester Coordinator
English and Communications Division
Seneca College
1750 Finch Avenue East
Willowdale, Ontario M2J 2X5
(416) 491-5050, ext. 2209

* * * * *

A related program at Seneca is the **English for Academic Purposes** course. This program grew out of a recognition that "non-native-speaking" students evidencing ESL-type grammatical dysfunctions require a more intensive level of assistance with language skills than is available in the regular developmental English classes to bring them up to the language level required by their core program courses. A recent survey of first-semester students at Seneca showed that over 32% did not speak English as their first language. This figure is projected to double over the next ten years.

Accordingly, a pilot project was advanced in 1987/88 to provide a selected group of students with intensive assistance in language skills. Although not all participants were previous graduates of ESL programs, all had ESL-type language problems (reading below a grade nine level and showing difficulty in areas such as correct use of idioms, subject/verb agreement, etc.). All the students required reading, writing, analysis and classroom skills in addition to the traditional ESL curriculum which concentrates on oral skills, questioning techniques and general survival skills.

Many other students in the College met the criteria for selection for this program. But due to limited funds being available to underwrite the cost of additional instruction contained in this project, these students remained in regular developmental English classes and comprised the control group used for comparison in this report.

Ten students, primarily from the Computer Studies program, were placed into an intensive eight hour per week English class (EAC-140), rather than the four hour per week developmental subject (EAC-150x). The balance of their academic load was reduced to two professional subjects and one Liberal Studies subject. Initially, this generated frustration among the students. They felt held back in the progress of their professional goals and discriminated against by being forced to take additional English classes. The VISA students, some of whom have limited financial resources, felt that this extension of the time they required to complete their program placed an unexpected and unwanted burden upon them. Since students with similar problems had been grouped together, they felt they had been consigned to a "ghetto".

As the semester progressed, these negative attitudes changed as the students experienced the positive support and heightened success and self-esteem that resulted from participation in the pilot project. Of the ten participants, only one withdrew. All the others successfully completed the program and were eligible to proceed to the next level (developmental English). Of the 38 ESL-type students in regular developmental English classes who comprised the control group, fully 63% quit before the completion of the term and only three students (8%) completed the course successfully, despite the fact that this was a developmental subject.

Many of the students who withdrew or failed to attend did so out of frustration over their lack of English skills in relation to the academic demands placed upon them to communicate in an effective way both orally and in writing in their other subjects. In addition, teachers

concluded that the great diversity of student needs and abilities represented in the larger class sizes associated with the control group adversely affected their effectiveness in teaching the class.

Subsequently it was found that students in the pilot group also enjoyed greater success in their Liberal Arts courses than did the control students. These subjects typically prove more troublesome for students with limited English ability due to the volume of reading and writing required and the emphasis on active class participation for a portion of the final grade. The success rate in Liberal Studies subjects for the pilot group was 90% versus 45% for the control group.

The major differences between the results gained by the pilot group and those of the control group were found to be in **the persistence of the participants**. Persistence of the pilot group in all subjects other than English was 90% versus 62% for the control group.

Recommendations:

As a result of this revealing study, it was recommended that:

1. The method of testing and streaming presently in use at Seneca should be continued.
2. Students enrolled in first semester English should be placed in one of the following subjects depending on their demonstrated abilities:
 - the regular four hours/week English (EAC-150);
 - the four hours/week developmental English (EAC-150x);
 - the eight hours/week "English for Academic Purposes" (EAC-140).
3. Class size in the eight hour EAC-140 should not exceed 12 students.
4. Class size in EAC-150x should not exceed 25 students.
5. The Ministry of Colleges and Universities should be approached for supplementary funding to underwrite the additional cost of providing this type and quantity of programming. This project could be presented as a candidate for extra funding under the banner of an "Innovative Project" which will facilitate access to college education for a group of students to whom it would otherwise be denied.
6. Programs offering the 8-hour EAC-140 option should be marketed to ethnic groups on the basis of increased opportunity to attain fluency in English in the context of occupation-specific education.
7. Representatives of Seneca's International Division should be made aware of the opportunity to market off-shore on the same basis as described in point 4. A variation might be to offer a deluxe package including tuition, rent, etc.
8. Seneca should explore the possibility of offering a "Preparatory Semester" to recent immigrants. This could be a modification of the present General Arts and Science Program incorporating the 8-hour EAC-140 subject. This Preparatory Semester could also be offered on a full-load basis during the summer months when the demand for physical plant resources is low.
9. Seneca could offer the 8-hour EAC-140 subject through the Continuing Education Department to individuals planning to attend college in the future, but who presently need to enhance their English skills.

FOR MORE INFORMATION, (and for a copy of the full report from which this selection is excerpted), please contact:

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(b) PROGRAMS FOR STUDENT SUCCESS

i. Life Skills Coach Training - Staff Development for Student Success

Cambrian College in Sudbury has developed a highly successful program for student retention and success through **Integration of the Life Skills Learning Model**. The primary objective of this program is to integrate the training and application of the Life Skills model in order to provide an holistic approach to students' education. The following description of the Life Skills model is excerpted from a research paper entitled *Report: Life Skills Trends*, by Carmen Simmons, Coordinator, Life Skills at Cambrian College:

The life skills educational model is an integrated system that has a number of components. First, it is a **theoretical** model, which has a basis in modern psychology and adult learning theory. Second, it is a **content** model through which coping, communication, critical thinking and problem-solving skills are developed. Third, it is a methodological model which provides the framework and techniques for effective skills development. Fourth, Life Skills is the interaction of all these elements, plus the interplay of unpredictable dynamics that are brought to the model via the participants.

In order to provide holistic learning to students at Cambrian College, a number of programs and courses have contributed to student success through incorporating the Life Skills learning system. Several factors work together to enable this practice to succeed:

1. Faculty are trained in Life Skills methodology and student development. They develop a strong commitment to the Life Skills model and recognition of its strengths. But most importantly, faculty trained in Life Skills learn to see the student as a whole person, taking into account his/her special circumstances and needs. Hence the student is better served from a holistic perspective.
2. Administration supports and encourages the development of Life Skills program enhancement and utilizes Life Skills-trained faculty to implement it.
3. A strong staff development program is in place at Cambrian College. Faculty and support staff are encouraged to seek appropriate professional development. Approximately seventy full or part-time faculty, administrators and support staff have, to date, been trained as Life Skills coaches. Many of these personnel are not directly involved in Life Skills-based programs, but are able to utilize the techniques to enhance their own courses and student contact.

4. A new position, Coordinator of Life Skills Development, has been created to augment and support the work already in place in Life Skills and to coordinate future development and research in this field.

Programs and courses currently utilizing Life Skills at Cambrian College include:

- **Life Skills Coach Training:** Training program for Faculty and Staff.
- **College Vocational Program:** Training for secondary school graduates with basic level credits who wish to acquire skills training in trades and industry.
- **Training Handicapped Adults in Transition:** Preparatory training program for physically handicapped adults.
- **Ontario Basic Skills Program:** Upgrading and skills training for adults.
- **Focus for Change and Redirection Course:** Life Skills course preparing men and women for the workplace or further education.
- **Career Planning for Women:** A short course for women wishing to determine career direction and set career goals.
- **Wabnode Institute:** Post-secondary programs for native students.
- **Food Preparation Program:** A forty week program for post-secondary students.
- **Futures Program:** Employment preparation program for youths between the ages of 16 and 25.
- **Entrepreneurship for Women:** A 29 week course for women wishing to develop their own business enterprises.

Cambrian College has achieved exceptional success with students in these programs. Program administrators and faculty have observed improvement in: retention rates; academic growth; self-esteem and self-confidence; communication skills; career orientation and ability to set goals; and "team" skills. The Life Skills model has provided a safe and supportive holistic environment, enabling students to develop to the limits of their own potential.

The training received by administrators, faculty and staff as Life Skills Coaches has provided them with new understanding and effectiveness in meeting the needs of these students.

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ii. College Program Mentors for Students

One of the most consistent messages that has come out of the research on student retention has been that **two key factors in retention** are:

- how much **contact** the student has with members of the institution and other students, and
- how much the student experiences the college as being **committed** to students.

Although excellent academic programs are as important as they ever were to the overall quality of the educational experience, it is both encouraging and sobering to realize how much impact the students' interpersonal experiences at college can have on their ultimate success or failure in reaching their academic goals.

With this reality in mind, **George Brown College** in Toronto is presently in the process of developing program specific mentoring systems across the College. A college mentor is defined as a teacher, administrator, support staff member, experienced student or informed volunteer who is familiar with a student's program and has agreed to take on the role of personal representative of the college to:

- Participate in the students' initial orientation to their program, in cooperation with other advisors and the program coordinator.
- Help to develop a sense of group connectedness among students.
- Support the progress of the student members of the mentoring group.
- Act as a link between the students and various services available to them throughout the college (e.g. financial aid, counselling, peer tutoring etc.).

At George Brown, it is recognized that most teachers and many other college staff members are already mentors, in an informal way, with some students. Whether or not they use the term or have been given any training or support for their mentoring activities, they are available outside the classroom as sources of information and encouragement. Institutionalizing mentoring is an attempt to give every student an immediate opportunity to establish this kind of contact.

Although the terms "mentor" and "advisor" are frequently used interchangeably, "mentor" connotes commitment as well as the notion that one is fostering the development of a future colleague and equal. It also shifts the emphasis away from advice-giving, toward helping people to come to their own decisions by making them aware of available choices and offering support, if necessary, as they work through the decision-making process.

The present system-wide focus on student enrollment and retention has resulted at George Brown in the creation of a new Access Division and of a College-wide Student Success Task Force. Mentoring, which has already been successfully piloted in the General Arts and Science Program, has been identified as one of the key contributors to student success. An eventual goal is to encourage a network of mentors throughout the entire college. The College-Wide Student Success Task Force is also focussing on Admission, Research and Student Services, initiating and supporting a variety of activities.

Key Goals in the Development of Mentoring Systems

- Every student will have an immediate and ongoing mentoring experience. Each student will have a personal contact with someone who is familiar with the college and the student's program. This mentor will be committed to helping the student gain as much as possible from the college experience.

In the past, assertive or obviously needy students have usually found support. But many quietly suffer and then disappear, or graduate with unhappy memories of their college experience. This happens in institutions all across North America, but especially in large, publicly funded, urban schools where students must commute to classes and frequently have major work or family commitments.

- Each program area can design an appropriate mentoring system which meets the specific needs of its particular students. People attached to the group can have common notions of what is expected of them as a mentor.
- Mentoring will become recognized as a legitimate and essential part of the educational process. Individuals will receive recognition for the emotional and moral commitment that goes into being a good mentor.
- Guidelines and supports for mentors can be institutionalized. Mentors can benefit from workshops designed to enhance their skills, resource files to help them make appropriate referrals, and communication with experienced mentors.
- Mentoring can be advertised as a service available to students at George Brown College. This service may influence enrollment decisions.
- Students who have benefited from mentoring are more likely to persist in their studies and be active college participants and alumni. Having experienced the caring and energy of others, and the resulting sense of community, they often want to contribute to the ongoing welfare of the institution or program that embraced them.

The following outline, written by Marianne Taylor of George Brown College, in the Spring of 1988, describes **Mentoring for the General Arts and Science Program**.

Objectives:

- To secure the students' commitment to the program.
- To promote a positive attitude towards learning.
- To provide a link between the student and support networks, such as social supports, academic tutoring and student services.
- To advise students on course selection as they go through the program.
- To encourage students to stay in the program.

Procedure:

- Mentors will be present at all student orientation meetings at the beginning of each term.
- Mentors will meet with their group (maximum of ten students) within the first week of classes.
- Mentors will meet with each member of their group individually within the first weeks of classes.
- Mentors will meet with their group once a month to foster group spirit and connection to the program. These meetings will be held in a combination of formal and social settings.
- These meeting will serve as a forum for school-related academic and social concerns.
- Mentors will meet with individual students as needed.

Selection:

- Mentors will have some connection with the Arts and Science Program, past or present.

- Mentors will keep a record of their contacts with the students. These records will be confidential between the mentor and the student and may be in any form suitable to the mentor.
- Mentors will be oriented to the General Arts and Science Program, Student Services, and will attend a Mentoring Workshop.

Good Mentors Will:

- Protect student confidentiality.
- Make themselves accessible to students on a reasonably flexible basis.
- Agree to receive training in mentoring.
- Be non-directive in their approach to students, encouraging the consideration of consequences of actions the student may take.
- Cultivate a sense of humour.
- Support the General Arts and Science Program and the aims of General Education.
- Be caring and empathic.
- View students as adult learners who are ultimately self-sufficient.

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iii. Peer Tutoring and Peer Helping

Peer tutoring is a process which is working successfully in many colleges across the system. Typically, students who have demonstrated competence in specific subjects are invited to apply to work with other students who are experiencing difficulties with their course material. Early in the semester, peer tutors receive training in communication skills, teaching strategies, goal setting and problem solving. Students who require help are interviewed to explore their study skills and other factors which may be interfering with their success.

Eventually tutors are matched with students requesting help and specific teaching "contracts" are developed. Student tutors are paid for their services on an hourly basis; there is no charge to learners but it is expected that they will commit their time and effort to the success of the learning partnership.

At **Northern College**, centered in South Porcupine, the peer tutoring program which has been in place since 1984 is regarded as a "win-win-win" situation. Students who receive help with their studies through the program learn alternative learning strategies, experience increased satisfaction in their studies, and perceive their colleges as being committed to their success. Peer tutors develop self-confidence and leadership skills, and frequently find that their own grades improve as a result of learning to help others. Finally, the college wins through improved student retention and increased faculty involvement with students.

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At **Conestoga College**, the importance of the mentoring role as a strategy for student retention and success is again demonstrated through the development of a pilot **Peer Helping** project. Conestoga College's Peer Helping Service moved from its project status in 88/89 to a fully supported and integrated service in 89/90.

Peer Helpers are specially selected senior students from diploma programs at the Kitchener and Waterloo campuses who receive 18 hours of training in communication skills, public speaking, College/campus resources and special needs awareness. After training, they are eligible to work as peer ambassadors, special needs assistants, and peer facilitators. Peer helpers work not only with students enrolled in programs, but also become involved with prospective students, helping them to make informed decisions about selecting a college program.

Requests are made for helpers from a wide range of areas in the College, and like the Peer Tutors, the Peer Helpers have made a significant impact on recruitment and retention initiatives in the College.

4 Peer Helpers' on-the-job responsibilities might include:

- Conducting guided tours of the campus/program area.
- Conducting telephone campaigns to prospective and accepted students.
- Providing "class shadowing" opportunities for prospective students.
- Making presentations to high-schools/community groups/preparatory programs.
- Reading handouts for visually impaired/learning disabled students.
- Acting as library attendants for students with special needs.
- Conducting tours for prospective special needs students.
- Acting as panel members at workshops for enrolled students (transitions, study skills workshops).
- Providing enrolled students with information about college resources.
- Providing information to students about senior years of studying.
- Acting as orientation leaders during Spring and Fall first year orientations.

FOR MORE INFORMATION, please contact:

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 Carol Gregory, Coordinator, Peer Services
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 Conestoga College
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(c) ARTICULATION

For the purposes of this discussion, articulation can be defined as "a planned process linking two educational systems to help students make a smooth transition from secondary school to community college without experiencing unnecessary delays or duplication of learning".

A joint venture has been initiated by **Seneca College** and **George Vanier Secondary School**, a representative of the North York Board of Education, involving an initial five-year commitment to inter-system cooperation and coordination.

The purpose of the project is to enhance students' opportunities to complete high-school, continue on to college and obtain the necessary career skills to become successful contributing members of society.

The articulation process includes two essential elements. The first is to coordinate curricula between the two institutions to ensure that they are cohesive and responsive to students' needs. Areas of duplication as well as deficiency are addressed. Once the relationship between the programs is clarified, provisions for advanced standing college credit, preferred entry to specific college programs and/or course enrichment are established.

Secondly, student knowledge of career options and college programs will increase during the articulation process. As a result of improved communication between faculty and administration at the two institutions, high-school teachers develop a greater awareness of college programs and academic and skill requirements for students. They are in a better position to guide and direct students toward specific college programs. By the same token, college faculty gain a greater understanding of high-school students' abilities and expectations. College faculty and resources can be utilized to heighten student awareness through visits to high-school classes and field trips to the college.

To date, ten program articulation agreements have been signed. Plans are underway to expand the project to include additional programs, and to extend the model to include other North York schools. Based on the success of the Vanier/Seneca agreement, the York Region Board of Education has entered into a similar 5-year agreement with Seneca College. Three schools have been identified to develop articulation models for York.

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A similar agreement between **Humber College** and the **Etobicoke Board of Education** signifies a commitment of resources and staff to improve student mobility between secondary schools in the area and Humber to ensure a smoother transition from one level of education to the other, and to grant college credits where appropriate for equivalent secondary school learning.

Initial stages of the process will involve representative staff from Humber and three area secondary schools, **North Albion, West Humber and Thistletown Collegiate**, in discussion of selected courses and the skills and competencies required for each. Additional skill requirements will be identified and linked to determine which specific secondary school courses will be required by students as prerequisites to a desired program at the College.

Students will be encouraged to become involved in cooperative education programs for their chosen field. Successful students will be eligible for preferred entry into a Humber

program and may also qualify for advanced standing credit. The articulation agreement will enable students to make better program choices for their post secondary education, leading to a greater opportunity for success while at college and following graduation. Presently, the Humber/Etobicoke articulation agreement centres around:

- Business courses, including Information Processing, Accounting and Management Studies.
- Hospitality, Tourism and Leisure Studies subjects, including Cuisine Apprentice, Culinary Management, Entry Level Cook, and Travel and Tourism.
- Architectural and Mechanical Design programs and Electronics in the Technology Division.
- Early Childhood Education in the Health Sciences Division.

A later phase of articulation might extend to the Adult Re-Entry program and to other secondary schools.

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Although the primary goal of articulation agreements is to enhance student success, it should be noted that faculty and staff, both in the colleges and in the high-schools, benefit greatly from the increased communication and collegiality that result from such agreements. Teachers report that they gain a much greater understanding and appreciation for the challenges that face their colleagues in the other system and the quality of programs that are available to assist students to achieve their educational goals.

The importance of this kind of inter-system communication is underlined at **Durham College** in Oshawa. In 1987, Durham initiated an innovative approach to professional development: to partner with their colleagues from the Durham Board of Education. They created and hosted a regional professional development day where over 4,000 teachers from all three panels of education - elementary, secondary and college - came together to share ideas, concerns and talents.

The success of this partnership is shown in the fact that 1989 marked the third annual "**Partners in Learning**" joint professional development day. This year there were 5,500 participants and Durham has expanded its commitment to include all support staff and administrators in the College.

This project involves the publication of a brochure of workshop offerings and keynote speakers for the day, a computerized registration process, and coordination of facilities using the College as a focal point for workshop rooms and eating facilities.

The benefits are widespread: the participants receive quality professional and personal growth opportunities; the College expands its positive public image; and the students benefit through increased chances for success due to better communication and coordination among educators.

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Nancy Forrester, Chair 1987
Mary Perkins, Chair 1988/89
Kathy Rhodes, Chair 1990
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The "**Mohawk Connection**" is a unique linkage program which brings Boards of Education, secondary schools and other post-secondary institutions together with Mohawk College to maximize the opportunities for all students to achieve personal and professional success.

A "Connection" agreement can be developed between the College and other educational institutions at a number of levels. The College as a whole, an academic faculty, an academic department, a specific program or a discipline area (such as math) may enter into an agreement with Board(s) of Education, secondary school(s), a university or another college. Often a "Connection" agreement will include an umbrella (linkage) agreement with a Board of Education, and more specific articulation agreements with individual program areas or schools.

In the "Mohawk-Wentworth Connection", for example, the broad goals of the agreement between Mohawk College and The Wentworth County Board of Education are set out, with specific strategies included in each of five articulation agreements:

- Career Development for Students
- Computer Studies
- Entrepreneurship
- Manufacturing Design and Skills Development
- Mathematics

All articulation agreements will include strategies in one or more of the following areas:

- Curriculum Development
- Career Development for Students
- Professional Development for Faculty and Staff
- Advanced Standing Credit
- Course Enrichment Opportunities
- Preferred Entry to College Programs
- Resource Sharing
- Educational Research

Objectives

Each agreement will have its own specific goals, tailored to meet the unique needs of its student population. In general, the objectives of the "Mohawk Connection" are:

1. To increase the retention rate of students taking primarily general level subjects in secondary school by providing these students with a greater awareness of, and preparation for, opportunities available to them through a college education.

2. To increase the enrollment and retention rate of secondary school graduates (general and advanced levels) in college programs through enhanced student motivation and personal preparation for college.
3. To ease the transition of students from the secondary to the college system by providing them greater assistance with their personal and academic preparation.
4. To respond to the needs of business, industry and the health care professions for college graduates with the skills for success and professional growth.

Evaluation

The evaluation of the "Mohawk Connection" in general will be the sum of the quantitative and qualitative assessments of each of the specific agreements:

1. Quantitative assessments will include retention rates in secondary school, enrollment and retention rates in college programs, and the number of students who receive advanced standing/preferred entry.
2. Qualitative assessments will include steering committee reviews (formative and summative) of articulation agreements, and surveys of students to assess the contribution of the "Mohawk Connection" in easing their transition from secondary school to college.

Each agreement will be assessed against its goals on an annual basis through the Department of Academic Planning and Program Development.

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Niagara College in Welland and **Niagara County Community College** of Western New York State have established (April 1990) a formal Articulation Agreement to explore avenues of communication, interchange and the joint development of full-time and part-time programs and services. The agreement, which is designed to involve faculty, students and administration at each respective institution, has established the following objectives:

- To cooperate in the planning development and delivery of programs and services of mutual interest and relevance to each institution.
- To foster a climate of staff sharing and exchange.
- To provide opportunities for student exchange and training at each institution.

A senior level steering committee - Presidents and Vice-Presidents - provides leadership and direction to this project. One working committee, consisting of faculty from each institution, has met to develop one major, joint full-time program: International Trade and Commerce. Other proposed joint programs include Hospitality and Tourism and Waste Management.

Part-time studies are being designed to be delivered at campuses in Ontario and New York State. Staff members from student and administrative services have established linkages to support dialogue, sharing and exchange. Early indications support high levels of enthusiasm and support for this venture as one key means to enhance the scope of staff and program development between Canada and the United States.

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EXEMPLARY PRACTICES IN FACULTY AND STAFF DEVELOPMENT

(a) HUMAN RESOURCE DEVELOPMENT AS A COLLEGE PRIORITY

Human resource development is a concept in tune with the values of today's workplace. It encompasses the notion that people deserve and require ongoing opportunities to learn. Employers recognize that the most economically viable employee, whether in business or in education, is one who is fully aligned with organizational goals and receiving sufficient personal stimulation to sustain motivation.

In most successful companies in the private sector, the HRD department is no longer regarded as an overhead expense, to be slashed away in tight money times. Increasingly, human resource professionals are taking their place as part of the senior management team, and their programs and activities are being held accountable for making a measurable contribution to overall institutional effectiveness.

It is encouraging to note that most colleges are now signalling the importance of their human resources by the creation of college-wide Human Resource Development Committees, and cross-college Staff and Professional Development Policies. At some colleges, the importance of professional development, retention strategies, student services and student life is being emphatically underlined by the creation of new senior management positions, where the primary responsibility is people, rather than programs or budgets. The creation of such senior administrative roles sends a powerful message to the Board of Governors, the faculty and the students about institutional priorities.

To be effective, the staff development office requires an appropriate allocation of people and budgets. It needs the expressed support of the Board, the President and other members of the senior management team. And it needs to envision itself, and be seen by others throughout the organization, as an integral part of the college's strategic planning. This kind of top level support is essential to the perception of employees that their organization is committed to their growth and development.

Larry Wilson of Wilson Learning Corporation observes, "Holding a vision of a desired goal sets the forces in motion to realize that vision. The more the vision is aligned with the deep purpose, the more likely will be its realization".¹ When college presidents ensure that the on-going growth and development of employees is written right into the fabric of the institution's purpose, faculty and staff and administrators know that they will have room to stretch their abilities, and that someone cares to help replenish and nurture their creative energies.

¹ Nelson, Ron. "Changing the Game in Business: An Interview With Larry Wilson". *Science of Mind*, (February, 1987), pp. 10-15, 81-88.

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More than half the colleges in the Ontario system highlighted the existence of college-wide **Human Resource Development Advisory Committees** and cross-college **Professional Development Policy Statements** among their submissions for this publication, indicating their pride in the emphasis their colleges place on this vital area. (See index for a list of contact people).

Durham College's Professional Development Council (P.D.C.) was established to support the need for a continuing staff development program within the College. The P.D.C. has elected representatives from all employee groups across the College and is responsible for initiating programs, creating incentives for innovative training and liaising with Senior Administrative Staff. Examples of programs to date that have been initiated by P.D.C. are "Our Turn to Learn Week", staff computer courses, and a joint P. D. Day with the local school boards. The council oversees a budget which is developed through its annual planning process.

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Several colleges, among them **Cambrian**, **Humber** and **Seneca**, have published detailed handbooks outlining their philosophy of staff development and the range of programs that serve all levels of college staff. This essential communication function is enhanced at **Loyalist College** in Belleville by the publication of the **Professional Development Quarterly Newsletter (PDQ)** - if we were giving away prizes for innovative titles (we're not!) this one would be a runaway favourite. This in-house newsletter, which is edited by the Professional Development Coordinator and assisted by two faculty "associate editors", provides a forum for the discussion of human resource development issues, and functions as a journal of events and activities at Loyalist. To date, the newsletter has been positively received and staff are showing increasing interest in contributing articles.

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(b) PROFESSIONAL DEVELOPMENT COMMON HOUR

Finding a common time when all staff are available is a constant problem in all organizations. At the colleges, classes, committees, meetings and other pre-scheduled commitments all contribute to this dilemma.

At **Confederation College**, President Murray has instituted a "**President's Hour**". This weekly hour has been blocked out in all pre-scheduled events at Confederation. When issues arise that dictate the need for communication to all staff, this time is available for presentation and discussion. Everyone is available and there is never a problem with lack of room due to prior commitments. This effort has gone a long way to improve in-house communication in the College.

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For many years there was a standard complaint at **Loyalist College** that program faculty and staff could never get together for professional development sessions because of the constraints of the teaching schedule. The response of the administration to this complaint was to institute a **Common Hour** between 12 noon and 2 p.m. every Wednesday in which no classes could be scheduled. Instead, this period of time was to be used for professional development activities which involved either the whole College, or sub-groups who met for program review, development, etc. The first Wednesday of the month is set aside for college-wide activity, with the subsequent Wednesdays being scheduled on a school, department or program basis.

As a result, the original problem of time to get faculty and staff together has been resolved and Loyalist now has a rich variety of activities taking place in the 12 to 2 time slot each Wednesday. The initiative has also proven to be a positive influence on the quality of student life. The Student Council and the various student clubs and organizations on campus also avail themselves of the time slot to hold their meetings and schedule activities such as guest speakers, musical entertainment, etc. The project has been highly successful, although some limited teaching activity during the common hour has to be permitted in exceptional circumstances. The major impact on timetabling has been more extensive use of early morning and late afternoon classes.

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These solutions, it must be noted, are the envy of many of the large metropolitan colleges, whose administrators have not yet found a way to juggle the competing demands of program flexibility and classroom scheduling to accommodate this vital opportunity for collegiality.

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(c) FACULTY ORIENTATION AND TRAINING

Perhaps the most critical evidence of the importance of human resource development as a priority in the college mission lies in the recruitment, orientation and training of talented individuals who understand and share the values of the organization. If the college believes in life-long learning, if it cares about supporting and rewarding the continued growth and development of its people, it is to be hoped that these attitudes will become immediately apparent to newly hired teachers.

While every employee of the college becomes a living example to students of the values of the institution, none is more directly or influentially a model than the classroom teacher. Every teacher who has direct and sustained impact on the attitudes of students acts as a socialization agent, an official representative of the social community outside the college walls, and of the culture within.

Before new teachers can become socialization agents for students, they begin a process of becoming socialized to their college themselves. Most colleges engage new faculty in some sort of orientation exercise. In this way, they are exposed to a network of their peers and introduced directly and indirectly to the philosophy of the college and the specific skills of instruction. This orientation is typically the beginning of a program of planned learning experiences which extends over the two-year probationary period. More and more, HRD philosophies and the rapid rate of technological change are combining to encourage teachers to regard the end of their probationary period as just the beginning of an ongoing process of professional and personal growth and renewal.

The **College Teacher Education Program** at Canadore College in North Bay serves as a worthy example of orientation and training programs throughout the Province. New Faculty at Canadore are offered a program that has four major components:

1. **Orientation** for new faculty occurs over six days in August. During this time, participants are exposed to instructional theory, principles of teaching and learning, and skills of classroom management. Each participant has an opportunity to do some practice teaching and receives supportive feedback from peers and the program facilitators. During this time, new teachers also learn about the structure and values of their new professional environment.
2. **Performance-Based Teacher Education Program.** Each person participates in a series of 12 competency-based, individualized and self-paced modules focused on the teaching/learning process. These modules must be completed during the two-year probationary period.
3. **Resource Teacher Support.** Classroom visits by a resource teacher afford valuable feedback on teaching performance to each new faculty member.
4. **Workshops.** A series of workshops are held each semester which deal with a wide range of educational issues and concerns.

In June, a three-day workshop is held which focuses on the teaching experience of new faculty during their first year at Canadore.

Canadore's model recognizes that **more experienced faculty** may also want and need support and revitalization as part of their professional development. A resource teacher is made available to any faculty member who requires support in dealing with identified problems in the development or presentation of a course.

In addition, workshops are geared to topics that have been specifically identified as of interest to experienced faculty as well as to new-comers. All faculty may receive assistance in acquiring resource materials related to the teaching process: educational journals, books, video tapes, and films.

Each year, program participants provide quantitative and qualitative data which provide direction for program change in the following year.

FOR MORE INFORMATION, please contact:

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In April of 1986, the Ontario **Eastern Region** Presidents and Senior Academic Officers supported the creation of a **College Teacher Training Program**. The aim of the program was simple and straightforward: "to provide our faculty essential information about the principles of teaching and lifelong learning, curriculum design, instructional techniques, classroom management, evaluation, and the professional role of the college teacher".

The program was to be offered in five phases over a two-year period and was primarily intended for teachers new to the college system. A list of competencies was developed by the Staff and Educational Development Officers (now known as the College Committee on Human Resource Development - CCHRD) to suggest the specific content to be covered by each phase. The actual program for each phase, resources, planning, follow-up and recruitment were left to be developed as the program unfolded.

Four Eastern Region colleges: **Algonquin, Loyalist, Fleming and St. Lawrence/Saint Laurent** were involved from the beginning and have continued to be involved. In August 1986, St. Lawrence organized and offered Phase I to 113 participants. Subsequent phases were organized by the other member colleges as the program became a successful joint effort among the Eastern Region Colleges.

As of June 8, 1989, the program had completed a second full cycle of five phases and had begun a third with the offering of Phase 1 in August. There are now 174 program graduates working in the system, and another 200 participants in progress. The involvement of seasoned teachers is increasing and adding welcome depth and diversity to the program.

In response to the recommendations made in December 1988 by CCHRD, the leadership of the program has been centralized with the appointment of a program coordinator in January 1990. Kathy Lawton, St. Lawrence College (Brockville), coordinates an executive planning committee comprised of representatives from each of the four colleges involved. Organization and implementation of the three in-residence phases has been streamlined and a clear articulation of program beliefs, goals and objectives has been completed.

Currently, the planning committee is addressing the areas of facilitator selection and training, promotion and program evaluation. Response to the program has been very

positive and every effort is made to continue the highest quality program to the maximum number of teachers in the system.

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(d) PART-TIME TEACHERS' PROGRAMS

Much research has been done to analyse the factors that influence the likelihood of success of first year students entering the college system. Tinto² demonstrated that students whose sense of commitment to their College is strong are more likely to persist in their course of study and graduate successfully. Commitment is a function of several inter-related factors. Among them are: whether the College which accepts a student is his or her first choice; whether or not students attend pre-registration orientations and feel some sense of "homecoming" when they arrive in September; and, of course, the nature of the students' experiences of success, both academic and social, once they enter the system.

By implication, it would seem that many of these indicators apply to part-time teachers as well. Part-timers who feel that the College where they are teaching is a place they really want to be, and are proud to affirm, are far more likely to share the goals and values of that institution. Teachers who have had opportunities to form supportive networks with other full and part-time instructors, and who feel a sense of satisfaction and success in their teaching efforts, are more likely to pass on their experience of success to their students. And since part-time teachers form, in a sense, a "farm team" for future full-time faculty, it is important that Colleges support them in developing their skills as teachers.

The benefits to the institution of a concerned and dedicated part-time faculty cannot be overestimated. Maguire³ documents the dramatic increase in the use of part-time faculty in community colleges over the last decade. The ability of our colleges to continue to provide quality service to an increasingly diverse student population, in a wide variety of service delivery modes, and to do so in the most cost effective manner possible, will depend to a great extent on how we resolve the problems of the most effective use and nurturing of our part-time faculty. Attention to the needs of part-timers can result in better teaching performance, with all of its attendant implications for student retention. A more stable and integrated teaching faculty who maintain close contact with the community through their primary allegiance to their business or industry roots can, through integration with their full-time peers, help to evaluate and contribute to ongoing program effectiveness.

² Tinto, V. "Dropout from Higher Education: A Theoretical Synthesis of Recent Research". *Review of Educational Research*, Vol. 45 (1975), pp. 89-125.

³ Maguire, P. "Enhancing the Effectiveness of Adjunct Faculty." *Community College Review*, Vol. 11 (Winter, 1983-84), pp. 27-33.

Humber College offers a full range of programs for part-time faculty in either day or evening programs, with the objectives of:

- Improving the quality of education and learning for Humber students.
- Developing the part-time teachers' confidence in their classroom abilities.
- Improving understanding of the teaching/learning process by part-time teachers.
- Providing a support group for part-time faculty.
- Adding to the part-time teachers' knowledge of the curriculum development process.

This is a multi-faceted program that builds on the characteristics shared by part-time teachers: that they are adult learners, they are experts in their field, and they are typically very busy people. The program is offered in several formats to provide scheduling flexibility for part-time faculty. It incorporates the following components:

- a) College-wide orientation sessions early in each semester.
- b) Divisional orientation sessions at the beginning of each semester. These sessions focus on topics identified by individual divisions, i.e. teaching techniques, evaluation, audio-visual aids, communication in the classroom, student characteristics, etc.
- c) Part-time faculty teaching weekends. These residential weekends are held off-campus from Friday evening until Sunday afternoon. The faculty are involved in small group practice teaching sessions and small group seminars. They receive feedback on their presentation skills from other group members and trained facilitators. This intensive weekend experience helps develop communications networks among teachers from different divisions throughout the College, and has a positive impact on their perception of the College's commitment to their professional development.

As a result, part-time faculty ask for more development opportunities. The success of these programs is directly proportional to the degree of support and encouragement part-time faculty receive from their coordinator or chair to attend the programs. At present, the continuation of programs for part-time teachers at Humber is threatened by budget constraints.

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At **Confederation College** in Thunder Bay, a Part-Time Teachers' Support Group offers professional development training workshops and orientation to the College and its academic policies.

George Brown College offers a 17 hour intensive training course for part-time faculty which includes an overview of the teaching/training process from the role of the instructor, through lesson planning, to evaluation.

Mohawk College invites all part-time teachers to a series of Saturday workshops on Instructional Techniques. Twenty sessions are offered from September through April.

Niagara College provides professional development and networking opportunities for teachers, support staff and administrators who are involved with Continuing Education Services. Held three times annually, the activities generally include a plenary session, a choice of four workshops and a social hour. Workshop titles may include effective presentation skills, economic trends in the nineties, lesson planning, customer service techniques, etc.

Several colleges host practical instructor training courses in the evenings and/or on Saturdays which are available to part-time and continuing education faculty. Many include "micro-teaching" sessions in which faculty can apply course concepts and receive immediate feedback from their peers. At **Sheridan College** in Oakville, this course is called **Helping Adults Learn**; at **Georgian College** in Barrie, it is known as **Teaching and Training Adults**; and at **Humber College** it is called **Teaching in the Community College**. A similar program of teacher training is available at **Fanshawe College** in London. Some of these courses are open to interested members of the external community as well, and are also attended by regular full-time instructors as a professional renewal activity.

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(e) CURRICULUM DEVELOPMENT

Few college faculty are curriculum design specialists; many have not even received sufficient orientation in how to use curricula designed by someone else. Yet it is not infrequent for new faculty to be required to "put together" a new course with very little lead time and nothing but their own wits and perhaps a general text resource to guide them. Even more often, instructors - particularly those who teach on a part-time or sessional basis - are the recipients of someone else's very sketchy course outline, unaccompanied by any detailed explanation of the thinking that went into its creation.

As the rate of technological change accelerates, community college teachers are being expected to respond rapidly and effectively to demands from business and industry for innovative and current new programs. Government support of private sector training initiatives creates another source of pressure to compete. It is essential that colleges support their faculty in developing curriculum design expertise that will allow the creation of excellent curricula which are consistent with the colleges' educational values.

i. Curriculum Design Consulting

One of the goals of **Fanshawe College** is to offer quality programs that meet the needs of a diverse clientele. Planning and designing appropriate educational experiences, which is part of the curriculum process, is integral to achieving this goal. The aim of the **Curriculum Resource Centre** is to enhance the process for planning, developing, implementing, evaluating, and revising curricula. The curriculum consultant shall perform the following functions:

1. Educational/Advisory Function

All academic staff and administrators are involved in some way with the curriculum process. The curriculum consultant will try to cultivate the skills required by personnel to fulfill their curricular responsibilities. For example, instructors have content expertise, but

may lack some process skills needed to develop quality courses. The curriculum consultant, at times working with the Manager, Staff Development, and the Manager, Learning Systems shall:

- 1.1 Act as a facilitator and coach with process expertise to assist administrators and faculty in fulfilling their curricular responsibilities.
- 1.2 Consult with individual faculty and program teams.
- 1.3 Develop and deliver in-service workshops to faculty and administrators on curricular matters.
- 1.4 Advise the College community on future directions of curriculum.
- 1.5 Keep the College community abreast of innovative curriculum delivery methods.
- 1.6 Monitor centrally-funded curriculum projects.

2. Research and Development Function

The curriculum consultant must be on the leading edge of curricular innovation. Therefore the consultant must gather, develop and disseminate information related to curriculum matters by:

- 2.1 Researching innovations in teaching and instructional design through liaison with other educational institutions, reading, membership in professional organizations, attending conferences, etc.
- 2.2 Developing materials that will aid those involved in the curriculum process.
- 2.3 Developing seminars and workshops tailored to meet the needs of all constituents at this institution.
- 2.4 Assisting in the development of proposals for new programs.

3. Liaison Function

Similar curricula are found in various areas of the College. Interaction between these areas may at times be appropriate and economically feasible. The consultant can facilitate interaction between these areas by:

- 3.1 Accessing existing curricula on the centralized data base.
- 3.2 Linking appropriate individuals who could assist one another.
- 3.3 Providing a source of curricular information.
- 3.4 Keeping abreast of curricular activities at the College and at other institutions.

4. Funding and Grant Function

In this time of economic restraint, it is imperative that the curriculum consultant seek outside funding for curriculum projects. This can be accomplished by:

- 4.1 Keeping an up-to-date list of all funding agencies.
- 4.2 Making administrators aware of possible funding sources.
- 4.3 Developing proposals for getting funding.
- 4.4 Advising those involved in developing new programs.
- 4.5 Developing new strategies to access funding.

Activities Performed

The major emphasis of the Curriculum Resource Centre is to support faculty in design. In order for instructors to be flexible, yet systematic, in planning instruction, it is imperative that they be aware of the alternative courses of action that are available at each decision point in the development of curriculum. The consultant in the Curriculum Resource Centre makes instructors aware of these alternatives as well as providing assistance throughout the curriculum development process. Ultimately, instructors will enhance their expertise as designers of learning.

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ii. Curriculum Ideas for General Education

General education in the community colleges has had a somewhat vexed history. Everyone is in favour of it, but faculty and administrative staff are often at a loss to define it, or to implement reforms in a meaningful way.

Recently a small group of faculty at **St. Lawrence College Saint Laurent** in Kingston has begun to publish a series of papers on curriculum ideas for teachers who are trying to include general education in their courses. The concept underlying this initiative is that, in addition to whole courses that could be labeled general education, such as literature or humanities courses, there are important aspects of general education which are probably best taught within the context of career courses such as marketing, nursing and graphic design.

The policy for general education at St. Lawrence states that in addition to the required vocational skills, all certificate and diploma programs "will provide learning experiences designed to help each student develop the following fundamental skills: desire and ability to learn, effectiveness as a communicator, self-understanding and a feeling of self-worth, problem-solving, critical thinking, interpersonal skills, and social awareness and moral responsibility".

These fundamental skills are defined in the policy. Social awareness and moral responsibility, for instance, is defined as the "ability to articulate and demonstrate a code of personal and professional ethics; knowledge of the rights of others and society; understanding the consequences of supporting or failing to support those rights; ability to use one's knowledge and skills in the defence of the rights of others". Like many policy definitions, this is very general. It needs to be translated into specific "Monday morning" ideas suitable for adaptation to particular programs and particular classes.

This is what the series of general education curriculum papers attempts to do. After an introductory discussion of the topic as a whole, each paper presents tips, ideas or methodologies for use in the classroom. A paper on problem solving, for instance, outlines

one of Edward de Bono's thinking tools, the PMI (Plus, Minus, Interesting).⁴ Another, in the series on effectiveness as a communicator, contains a reprint of an article on "second order illiteracy". A paper in the series on social awareness and moral responsibility suggests that teachers routinely exhibit moral and social values for all to interpret. The paper then provides some moral dilemmas teachers could find themselves in. Figure 1 illustrates one example.

Each of these papers is colour coded, one colour for each of the fundamental skills of general education, and they are printed in a similar format for easy identification. Colour-coded card covers are provided to encourage filing in a three-ring binder for easy reference. The advantage of this system is that it provides a vehicle for sharing ideas on an ongoing basis. All faculty and administrative staff are encouraged to participate in this exchange by briefly writing up their ideas and submitting them for inclusion in the series.

BOOT CAMP

"So there was cheating on the mid-term! Well, I know how to put an end to that very quickly. The entire section will be penalized 20% of the final grade, and for the rest of the semester they will have to scramble to make even a "C" in that course."

A student has told a counsellor, in confidence, that he knows that a classmate cheats during exams. The student is wrestling with the problem of what he should do with this knowledge. Because grads from this program will work in the field of law enforcement, the counsellor has informed the chair that an allegation has been made, even though the allegation is unproven. The reaction of the chairperson is quoted above. Neither the accused nor the accuser has been identified to the chair. The counsellor does not know the name of the accused student, but is convinced that her client is sincere.

You are a junior member of the department. What considerations cross your mind as you weigh the pros and cons of participating in a discussion of the chair's "20% solution" during a department meeting?

Figure 1

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⁴ de Bono, Edward. *Teaching Thinking*, Penguin Books, Middlesex, England, 1976.

(f) MENTORING

In Chapter 1, a program was described in which college faculty, staff, administrators and experienced students are trained and supported in the important work of forming mentoring relationships with incoming students. The principles which underlie this program are equally important when the mentor relationship is established between two colleagues, one experienced and familiar with the institution and its systems, and one just beginning to get "connected" to the organization. Mentoring relationships have been found to be beneficial not only to the new-comer, but as a source of renewal and personal satisfaction for the mentor who is participating in the development of a colleague.

Peer mentors are responsible for:

- Orienting their new colleague to the program/school/department and its systems.
- Introducing their colleague around, including them in upcoming events and helping them to develop a sense of belonging.
- Keeping in touch with the new staff member as he or she works through all the unfamiliar processes for the first time.
- Acting as a link between the new employee and the various services and sources of information available to them.

At **Humber College**, a formal **mentoring program** has been developed through Professional Development in cooperation with the Health Sciences Division. The Nursing Department hires a large number of sessional faculty, particularly in the winter semester. The mentoring program was intended to help these faculty to assimilate more quickly into the division, and to improve the quality of education provided by the new faculty.

A member of the Nursing Department was seconded to Professional Development to develop this program. Working through the Dean and Chair of Nursing, she prepared a list of mentors, selected on the basis of:

- The support of the Chairperson.
- Experience in the division.
- Teaching ability.
- Interest in participating in the program.
- Voluntary agreement to participate above and beyond assigned workload.

Each new sessional faculty member was matched with a mentor, with the expectation that they would meet for at least one hour per week. In addition, there were formal group gatherings with specific topics for discussion, including: writing anecdotal reports, testing, marking and evaluation, and orientation to the hospital where the teacher was assigned clinical duties.

The new faculty members were very enthusiastic about the program. They felt it helped them to move in to the job faster and with more ease and less feeling of isolation than had been their previous experience. They also indicated that the leadership and the caring atmosphere helped them to feel part of the division.

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At **George Brown College**, the new faculty orientation in the School of Hospitality has instituted a "buddy system" as a combined mentoring and teacher-training initiative.

George Brown has found that new Hospitality faculty members tend to have high levels of practical and supervisory skills obtained in industry settings - but they have little teaching experience. To ease the transition for new faculty from industry to the educational setting, all new faculty are assigned a "buddy" from among existing faculty who provides them with day-to-day orientation during the first term. In addition, buddies provide three-week blocks of instruction to students, during which the new faculty acts as a "teaching assistant" to the experienced faculty member, who later assists in the first delivery of courses by the new faculty member.

A different form of "mentoring" is available to hospitality faculty as a by-product of an initiative primarily intended to serve the students. In the Hospitality area, as in most others, the cost of student texts is increasing at an alarming rate. There is usually a great deal of duplication and extraneous material in published printed texts.

To address this problem, faculty and staff at George Brown's School of Hospitality have published 20 **Training Manuals** for students, covering a wide range of topics, including Mixology, Purchasing, Nutrition, Sanitation and Safety, to name only a few. The manuals range in price from \$6.95 to \$14.95 and follow the prescribed curriculum. Over 20,000 copies have been sold to students at George Brown and in Schools of Hospitality at other colleges.

Although the primary intent is, of course, to provide relevant and affordable course references for students, these manuals must be a tremendous source of support to new teachers in the development of their courses.

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(g) PROGRAMS FOR SUPPORT STAFF

One of the most unique features of the community colleges lies in the fact that many of the people employed there function as everyday role models for students of the kinds of work responsibilities the students will encounter when they graduate. Every employee plays an important part in the establishment of the organizational climate. Accordingly, each employee deserves support for their own learning, respect for their contribution, and opportunities for development of their unique creativity.

i. Orientation and Networking

Support staff often join a college with relatively little knowledge of its scope, its mandate or the complexity of its facilities. New staff seldom have the opportunity to absorb the college culture through a residential orientation experience as faculty often do. The nature of their jobs may limit mobility from one campus to another.

To ease the entry of a new employee into the college community, **Centennial College** in Toronto has launched a **Support Staff Orientation Pilot Project**. Its goal is to make each new support staff person feel welcome and comfortable in their new environment and to assist them to know college facilities and procedures in order to enable them to perform at the level expected in their job.

During this pilot project:

- Each new support staff person receives an introductory package prepared by the Staff Development office which includes information about the College, a checklist and an evaluation form. This package is given out by the Administrative Assistant in their own school.
- A peer support staff person chosen by the Administrative Assistant in his/her area is made available to assist the new employee.
- An orientation checklist is completed by each new support staff member within a stated period of time and then discussed with the Administrative Assistant or his/her designated representative.
- A twice yearly college-wide day long orientation session is held in January and June to include all support staff hired in the interim period.

This project is presently undergoing a six-monthly evaluation process, based on evaluation forms submitted by the new employees, input from the Administrative Assistant group, and the original planning group.

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Georgian College has extended this initiative one step further by creating a **Support Staff Network** which allows staff from departments and schools all across the college to come together once a month over the lunch hour to share experiences and learn from one another. Activities planned during the last year include "Lunch and Learn" sessions, films, workshops and HRD Information/Stress workshops.

The HRD Support Staff Consultant coordinates the activities, ensuring that they mesh with implementations recommended in the College Operational Review and the Employment Equity Plan. The Chair, who is chosen from this group, sits on the College HRD Advisory Committee. Those involved benefit as they gain committee experience and as they network, learning more about each other and about other areas of the College.

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ii. Career Development

Many colleges focus considerable attention on helping staff to plan for and develop the skills to advance in their career. Performance appraisal at many colleges is accompanied by encouragement for staff to form development plans which will reflect both departmental priorities and personal ambitions.

Creative managers who are not threatened by the inevitable upheavals of staff mobility encourage their employees to explore their possibilities: to arrange an interview with someone whose position they aspire to, for example; to investigate the feasibility of a job exchange, or of enrolling in an extension course. Naturally, it is important that development plans be regarded as flexible and evolutionary. However, it is equally important that the college take them seriously, giving managers sufficient time to meet with their staff, and supporting administrators to evolve the skills necessary to be effective human resource developers.

At **Lambton College** in Sarnia, the **Career Development Program** offers an approach to providing all College employees with specific mechanisms for career development. Through the use of self-evaluation instruments, self-directed learning packages, and appraisal interviews with their supervisor, staff examine and develop their own career paths.

To support their ambitions, Lambton offers workshops for staff in the basic skills of career advancement, such as resumé writing, and job interview skills. They also maintain a data base of information on hiring and attrition trends and other information relating to the potential for job change, both within the college and in the surrounding community.

To complement this program, supervisors at Lambton receive training to develop skills in four essential roles of an effective developer: coach, appraiser, advisor and referral agent. Through a computerized program entitled **Career Speak**, developed by Career Systems Incorporated of Virginia, managers are trained in the philosophy and skills of handling an effective appraisal interview.

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At **George Brown College**, career-minded support staff who have been employed at the college for a minimum of one year may take advantage of the **Job Effectiveness Training** program. This multi-faceted, one-year program is made up of full-day seminars, half-day seminars and self-study modules. The program is divided into four phases:

Phase 1 covers skills related to job performance and includes: planning and organization, effective communication, conflict resolution and human relations, creative thinking, assertiveness training, image and projection, and continuing professional development.

In **Phase 2**, participants choose three self-study modules from a selection of topics geared to their specific job.

Phase 3 provides seminars on telephone techniques, working with students, creative problem-solving and effective business writing.

Phase 4 is a full day workshop on negotiation skills.

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iii. Communication Competency - the Cornerstone of Equal Opportunity

It has become a cliché of the modern workplace to state that every worker must have mastery of basic communication skills in order to carry out the task at hand safely and competently. To work cooperatively, people need to speak each other's language, literally and figuratively. They must be able to give, transmit and take instructions. Machine operators must be able to read technical manuals and understand safety instructions. No matter how committed employees are to the task or the organization, if they cannot make their ideas understood, their contribution will be limited.

Many Canadian colleges, particularly the large urban ones, have a larger and more diverse population than most small towns. As the colleges strive to reflect the multicultural nature of their surrounding communities in their hiring policies, it is inevitable that some employees will require extra support to develop the language competency necessary to their full participation and effectiveness at work.

The **English in the Workplace** course for custodial staff at **Seneca College** is a proactive example of human resource development for an essential constituency in the work of the college. In 1987, a College-wide study revealed a lack of basic English skills among significant numbers of the custodial staff. It quickly became evident that regardless of the efficiency of the work schedule, the quality of equipment or the commitment of the management staff, unless one could effectively direct and instruct the staff and assist them in relating to policy and procedure, no consistent standards of work and safety could be achieved.

The Director of Physical Resources at Seneca considered various strategies to address the problem. The initial suggestion of translating everything into all the native languages represented, including Italian, Greek, Portuguese, Spanish and Vietnamese, was discarded as being unmanageably complex, and not helpful to those deficient in English. It was decided that the only workable solution was to develop an "English in the Workplace" course which would be tailored to the basic and realistic requirements shared by all eighty-six custodians spread across six campuses.

A number of challenges stood in the way of full enrollment. The majority of candidates were middle-aged or over, and many, in addition to having little or no knowledge of English, had less than Grade 5 equivalent in their native tongue. Few could attend courses scheduled after their regular work day because of the pressure of family responsibilities. Potential participants expressed considerable personal apprehension about their ability to

succeed in learning better English, and required reassurance as to the value to them of such a program. Eventually, with the campus managers providing considerable support and encouragement to the custodial staff to apply, a total of twenty-one staff from five campuses was registered. Of these, several were among the group functioning below literacy levels in both English and their native language.

A 150 hour course of approximately nine months duration was developed. Since all instruction was incorporated into existing operational shifts, no employees experienced financial or personal time cost as a result of their participation. The course provided instruction in general basic English reading, writing and speaking skills, as well as an overview of basic math, and was tailored to emphasize issues relating to employees' work areas, and to safety both on the job and at home.

Response to this program has been very encouraging. The participants express their enjoyment of the process, their appreciation of the opportunity it affords and their pride in their accomplishments. An unforeseen bonus has been the positive support and encouragement coming to the participants from their English speaking peers.

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Both **Fanshawe** and **Mohawk** also offer training programs and workshops specifically aimed at meeting the needs of Physical Resources staff.

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In 1989, **Humber College** initiated a **Support Staff Appreciation Week** through the office of professional development. The week consisted of forty workshops offered on two campuses, tours of Humber campuses and divisional labs, a bus trip to Munroe Community College (a League for Innovation college in Rochester, New York) to meet with counterparts, a two-day career assessment workshop and a wrap-up reception. Scheduling of activities was of prime importance since no College department is able to close down for any given period of time, and alternative staffing had to be provided to allow for participation. Union involvement was a key factor in the success of this week.

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(h) EMPLOYMENT EQUITY AND AFFIRMATIVE ACTION

At first glance, the Ontario community colleges might seem like excellent places for women to work. Almost half of the system's 16,436 full-time employees are women, and just under 40% of faculty are female. The colleges compare very favourably with other employers when it comes to the equitable treatment of women employees. Although female employees in the colleges earn only about 77%, on average, of what males earn, they are

still significantly ahead of the provincial average for full-time women workers in Ontario of about 64%.⁵

On closer examination, however, it would seem that the colleges cannot afford to be complacent. Women in the colleges are over-represented in clerical positions and under-represented in every other occupation.⁶ In upper level management they constitute a meagre 14% of the total, and fewer than 30% of all middle level managers are women. Part of this discrepancy can be attributed to occupational segregation. The data suggest that unequal job and promotional opportunities may be an important contributor to the male-female wage gap in the college system. It would seem that the colleges may need to re-examine their hiring, promotion and professional development policies to ensure that women, and perhaps some men, in lower level jobs can expand their career awareness and career planning options as well as gain access to equal job and promotional opportunities.

Human Rights Legislation has resulted in the creation of positions dedicated to employment and pay equity at many Ontario colleges.

Cambrian College has received recognition from the Provincial government as an Employment Equity leader, winning the 1988 Provincial Equity award. Cambrian founded the North Eastern Ontario Equity Network, one of the largest in the province, and has been cited in Ontario Women's Directorate *Making Connections: Regional Employment Equity Networks in Ontario*. The following summarizes Cambrian's Employment and Education Equity Policy, and demonstrates its impact on staff development practices. The excerpt is taken from *Towards Equity: Report of the Education and Employment Equity Coordinator on the Equity Status of Cambrian College*.

Employment and Education Equity Policy

"In recognition of the personal worth and dignity of each of its students and employees, Cambrian College is committed to the belief that all students and employees have a right to work in an environment which is free from discrimination and harassment because of sex, race, colour, creed, ethnic origin, handicap⁷, etc.

The College further believes that the principles governing education and employment must reflect a commitment to the development of the abilities and aspirations of its students and employees without the limitations imposed by prejudice and stereotyping.

In demonstrating its commitment to achieving equal opportunity, the Board of Governors hereby undertakes the implementation of an Education and Employment Equity Program that will have the following goals:

⁵ Ontario Council of Regents. *Vision 2000: With the Future in Mind; An Environmental Scan*, March, 1989, p. 46 (1984 figures).

⁶ Ministry of Colleges and Universities, College Affairs Branch, August 1988 data.

⁷ Terms used are as defined in the Ontario Human Rights Code, S.O. 1981, c.53.

1. To diversify occupational distribution of women and minorities in the College workforce and to eliminate barriers to their full and equal participation in employment and professional development opportunities.
2. To establish, realize and monitor employment equity for all employees in order that the maximum potential of all staff is developed and utilized in all portions throughout the College community.
3. To develop a system to promote and monitor equal opportunity for all applicants, students and graduates of academic and vocational programs in the College in order that student enrollment and graduate placement for all programs be diversified to the greatest possible extent."

Staff Development Initiatives Resulting from the First Equity Audit

1. The Staff Development Program at Cambrian, established in 1983 by a Board policy, encourages not only staff development but also personal goal setting and development. It offers a program which maximizes the participation of all College employees. A special budget is allocated equal to 1 1/3% of all full time salaries on an annual basis. Each full time employee can access \$400 towards course tuition, plus another \$500 towards conferences or other professional travel over a period of one year. Part-time and sessional employees are eligible for any in-house programs at no cost to them.

Over and above this, sabbaticals are awarded annually. Besides the 2% of full-time faculty who are granted sabbaticals in any given year, two administrative sabbaticals are also granted, and up to four paid professional development leaves for full-time support staff are awarded. While the academic sabbaticals are part of the collective agreement, the other two groups are freely given to maintain equity in the organization.

Figure 2 illustrates the result of Cambrian's commitment towards personal and professional development of its female employees.

2. A Management Skills Program for Women was established. This is a six-unit program, each unit consisting of nine weeks. It is given on College time, at College cost, in both official languages, and runs concurrently. Senior management, as well as outside consultants, teach this course. It provides women with the skills they will require to access middle and senior management positions. This is the most comprehensive program of its type in the College system.

3. Cambrian College's Sexual Harassment policy was among the first in the province. It was passed in December of 1980 and was revised in February of 1985. To underscore the importance of every person's right to freedom from harassment, the President of the College instituted a process in 1987 whereby every employee in the College was to attend an information session conducted by the Employment Equity Coordinator and/or a Human Rights Commissioner. To date, five separate sessions were conducted for all administrators, and the College is still in the process of providing ongoing, systematic information sessions, department by department, on sexual harassment, human rights and the College's equity stance. Sessions for students have also been held.

4. Orientation of all new employees is conducted twice a year. At this time, the Equity coordinator gives a presentation on the College's stance on sexual harassment. Employees are advised to use the services of the Equity Office, including that of class presentation given by the Equity Coordinator.

STAFF DEVELOPMENT STATISTICS

Approved applications of male and female employees who participated in Staff Development

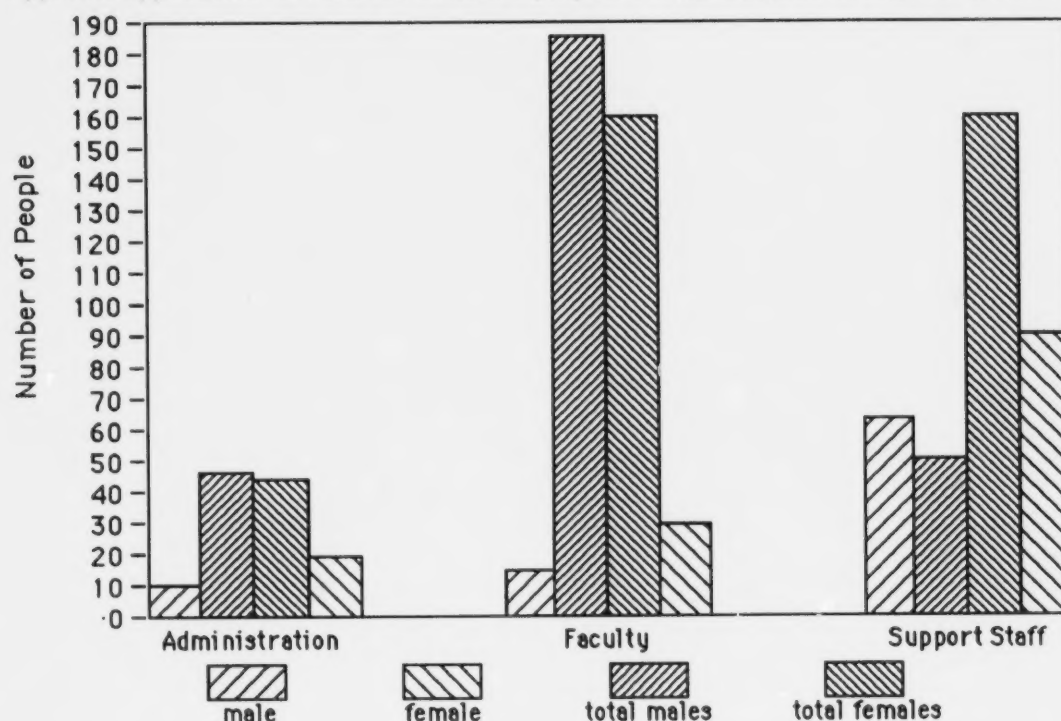


Figure 2

5. The College offers separate Anglophone and Francophone day-care facilities for its employees and students, plus a Home Day-Care service. It is now in the process of establishing a fourth day-care service in the form of a day-care facility for its native population.

6. In May 1986, in recognition of the larger Equity mandate required, the half-time Women's Advisor position was converted into the full-time Education and Employment Equity Coordinator's position. This was the first full-time equity position in the Ontario college system. This position continued to report directly to the College President, an indication of its priority in the organization.

The coordinator provides input into many of the College's activities and sits on a number of committees, including:

- The Senior Management Committee
- The Staff Development Committee
- The Management Development Committee
- The Hay Committee.
- The Support Staff Classification Committee
- The College Council (ex officio)
- The Conseil du collège (ex officio)
- The Freedom of Information Coordinating Committee

- Many projects and committees on an ad hoc basis including Open Doors, Women's Day, Women Scientists Project, etc.
- All or any interviews for employment. The Equity Coordinator is thus assured that guidelines for equity are established and followed when decisions are made at committee levels.

Cambrian points with considerable pride to the concrete evidences of the growth of Staff Development activities since the Committee was formed in 1983-84. In 1986, the position of Staff Development Coordinator was created, followed by a full time Staff Development Secretary's position in 1987. In the last six year, funding for staff development has enjoyed a substantial increase, and is presently the only College budget which has not fallen victim to the recent budget cutbacks.

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Loyalist College has been instrumental in the development of the **Quinte Education and Employment Equity Network**, made up of employees from Loyalist and five surrounding boards of education. The network provides a forum for coordinating joint activities and sharing information in education and employment equity. Activities include career oriented sessions aimed primarily at women. A newsletter is circulated to all employees of member groups. One recent issue targeted men. Its goal was to increase men's repertoire of approaches by helping them to disengage from the confines of traditional male stereotypes.

At **Confederation College**, a full time position is dedicated to the implementation, development, and awareness of Employment Equity policies and practices. Similar offices exist at Sheridan, Seneca, Centennial, and others. (See index.)

At **Humber College**, Employment and Pay Equity policy is based on a ten-year human resource strategic plan to increase the workforce representation of women, visible minorities, native Canadians and disabled persons. It has a dual focus: hiring objectives determined by management, and a variety of special measures directed to changing the work environment, increasing job mobility, assisting with career preparation and auditing for systematic discrimination. All levels of management, faculty and support staff are addressed.

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(i) CAREER OPPORTUNITIES FOR WOMEN

Raised awareness about the employment status of women and minority groups has prompted many colleges to re-examine and strengthen programs for career advancement for women at all levels within the organization.

Loyalist College in Belleville, Ontario has piloted a program for its support staff entitled **Career Pathways**. Originally intended as an employment equity/career planning

initiative for women, the program was expanded during the design stage to include male support staff as well.

The **objectives** of the program were to enhance employee relations and commitment to the college, productivity and creativity, by assisting staff to develop higher levels of knowledge and understanding about the College as a whole. It was felt that as employees became more aligned with the mission and goals of the College, they would also become more focused with regard to their own career aspirations. Eventually, the College might expect to reap the potential benefits of lower absenteeism and staff turnover, and more effective use of personnel.

This program was designed as four 1 1/2 hour sessions. Each employee donated a half hour of their lunch break and the college donated an additional hour each week to permit staff members to attend the sessions. As a prerequisite to attending, each participant contracted to complete a series of exercises from a career planning handbook.

The topics chosen for this seminar series clearly indicate the commitment of Loyalist College to motivating its staff to explore job promotion opportunities.

Topic 1: Creating an Internal Career Path - An introductory information session on job mobility within the college dealing with the intricacies of job classifications and job families, what qualifications are required, where the jobs are and how they can be accessed. The focus in this session was on support staff and lower level administrative positions.

Topic 2: Mobility Alternatives - Focused on familiarizing participants with strategies for acquiring additional job skills and experience. Job trading, internships, and training leaves were examined with reference to what each accomplishes in expanding the employee's lateral mobility.

Topic 3: The Employer Perspective - A panel presentation by senior personnel describing their own human resource development policies, and the kinds of traits and qualities they look for when considering an employee for hiring or promotion. This session included a description of the interview process, the interviewing team and the interview point system.

Topic 4: The Employee Perspective - A panel presentation and discussion led by employees who have already successfully achieved job mobility. They reported on what worked for them and discussed obstacles that were successfully overcome. Participants were encouraged to raise their own concerns and ask questions.

Participant evaluations indicated a high level of satisfaction with the information provided, an increased awareness of new career possibilities, and an increased commitment to career planning. Group members found the enhanced interaction with people from other departments throughout the college to be both interesting and beneficial.

Much of the success of this program can be attributed to the support it received from senior management and to the way it was presented and marketed to the participants. Incentive funding for the program was provided through the government's Employment Equity program, but the realization of the program was facilitated by the endorsement of the President's Committee and the support of department managers.

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Humber College offers a program entitled **Career Planning for Employees and their Supervisors**. This practical and engaging workshop was a pilot project for female support staff employees and their individual supervisors. It was designed to help frame meaningful, realistic career goals, and to find support through networking with other employees.

Over three sessions, topics presented included self-evaluation, group dynamics, career and life planning, work values, skills assessment, and college job opportunities. Participants were guided through the workshops by a manual, and were assigned homework to be completed between sessions. Supervisors had an opportunity to review the material, give input on the content and examine their role in the process. Out of this grew parallel sessions for supervisors on appraisal, coaching and counselling employees regarding performance and career aspirations.

Upon analysis, the career planning process was found to develop a new awareness in individuals of who they are and what contributions they can make. Participants stated that they experienced greater self-confidence in their abilities to seek out and position themselves for career change. Further, they believed that they were now better prepared to pursue whatever opportunities were available to them.

A total of 27 employees participated in the workshops and over the following 17 months, 7 made a major job change in the College, and 4 others undertook further vocational testing. Over half of the rest were planning to explore future job opportunities, either within their own area, or in other College departments. Two participants experienced a complete turn around and changed fields entirely.

An interesting outcome - and added benefit - was the noticeable lift in participants' morale as a result of their realizing that they can achieve their goals, and most importantly, that the College does care about their careers.

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Women at **Algonquin College** in Ottawa participate in developing a **Career Development Plan**. In addition to encouraging Algonquin employees to pursue personal career planning and development, the plan is designed as a tool to address the gender imbalances which exist in certain occupational categories.

Cambrian College offers six nine-week **Management Skills Development** programs for female employees, on College time and at no charge to the employees. The program is offered in both official languages simultaneously and the thirty participants are equally divided between English and French speakers.

At **Centennial**, an **Administrative Development Program** introduces women in faculty and support staff classifications to management practices. The 42 hour Continuing Education credit course stresses management styles, creative thinking and problem-solving, and uses community college case studies to facilitate learning.

Fanshawe College has developed a comprehensive **Internship Program** to provide female employees with opportunities for skills development and career exploration.

A similar program operates on a cooperative tri-college basis between **Centennial, Humber and Seneca College**. Each participant in the **Administrative Development and Internship Program for Women** attends two professional development activities per week over a two-year period, as well as completing an internship appropriate to her chosen path. Faculty and support staff are equally represented within the program.

The **Women's Educational Council** at **Humber** provides a full range of programming for women, including recognition awards, exchanges and secondments, a publication, the **Women's Resource Guide**, which is distributed throughout the College, and a number of special events and workshops for women employees at all levels. Humber has sponsored women to participate in the League for Innovation in the Community College "**Leaders of the '80s**" program, designed to train and promote women in the college system across North America. Follow-up has revealed that 50% of the over 500 participants across the community college system have received promotions after this experience.

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(j) **PERSONAL DEVELOPMENT PLANS**

In getting employees at every level to participate actively in their own professional growth, one of the most potentially valuable tools at a manager's disposal is the personal development plan. Employees are invited to engage in a process of self-appraisal of strengths and to identify areas they want to work on. They develop a scenario for both short and long-term goals which can, at best, act as a catalyst to start people on an exciting process of imagining alternative futures in which they play all the starring roles. In addition, they provide a rich resource of data about employees' needs and ambitions on which the professional development department can base their programming.

At **Lambton College**, all faculty engage each year in the preparation of a **Faculty Teaching Development Plan** designed specifically to help them to examine their personal needs for developing knowledge or skills in relation to teaching. As a part of their annual performance appraisal, each teacher at Lambton works through a detailed process which includes:

- completion of a self-profile of the teacher's learning style
- completion of a self-profile of teaching competencies
- detailed analysis of evaluation forms received from students
- a performance appraisal interview with the academic supervisor (chair)
- feedback based on classroom observation visits carried out by the academic supervisor twice per year, for probationary instructors, and once yearly for others.

In discussion with their academic supervisor, teachers develop a detailed plan which outlines areas of development they want to focus on, their goal as to knowledge/skill or attitude to be acquired, the learning activities to be followed and the methods of validation. Lambton has a full range of resource materials to assist teachers with learning activities. These take the form of a **Performance Based Teacher Education Program** developed by the National Centre for Research in Vocational Education. Better known as the Ohio Modules, these self-paced instructional packages are available in a variety of areas of instructional execution and classroom management.

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The development of individual professional development plans is an important priority at **Sir Sandford Fleming College** in Peterborough. When this initiative is completed, everyone who works at the College will have an individualized P.D. plan which reflects both short-term learning objectives and longer-term career interests. Completed plans will provide the basis for the allocation of staff development funds and for the planning and implementation of both internal and external staff development activities.

Departmental and divisional plans, linked to the College's Strategic Plan, will provide an important reference point, as will the results of the formative evaluation process for all staff. While the emphasis will be on formative evaluation which fosters and supports growth and development, different approaches tailored to the needs of faculty, support staff and administrators will be used. Implementation of these initiatives is supported by orientation and training sessions for groups, departments and individuals.

The College also has a tuition rebate program which reimburses staff for courses for which they had prior approval and which they have successfully completed. In addition, there is support for staff who wish to take courses available only during working hours.

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Centennial College has a similar Personal Development Planning process for administrators, designed to bridge the gap between the knowledge and skills required to do a job, and the actual knowledge and skills of the individual administrator. When each administrator has completed his/her Personal Development Plan, it is forwarded to the Staff Development office for use as a needs assessment aid when planning management development courses.

Humber College, Mohawk College and Sault College in Sault Ste. Marie also use personal self-appraisal instruments to assist faculty in forming professional development plans. **Sault College** has also installed a **Professional Development Tracking System** whereby all Professional Development activities engaged in by any individual, including courses taught or taken, educational level attained, seminar participation, etc., are maintained on a computer record, so that people can gain appropriate credit for their activity.

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(k) CONFERENCES AND WORKSHOPS

Workshops and seminars can be a very satisfying way to learn. They provide an opportunity to break away from daily routine for an hour, a day, or even a week. Stimulating ideas are generated. Networks are established with colleagues at other colleges or in other disciplines. Perhaps the opportunity is provided to participate in a new or different learning experience, or to hear a really inspirational speaker. There is a seemingly endless wealth of workshops or seminars to go to, on every conceivable topic from "How to Be Polite to Difficult People" to "An Examination of the Theoretical Effectiveness of Experiential Components of Androgogical Methodologies". The possibilities are limited only by the imagination of the participant and the divisional or departmental professional development budget.

Every college manager would gladly send every employee to an exhilarating and renewing conference, in some desirable location, if it were in their power to do so. Realistically, however, budget limitations exist as the greatest stumbling blocks to the realization of good intentions. Only a very few people can have their conference travel ambitions satisfied in any one year.

When faculty and staff do have the opportunity to attend conferences in off-campus locations, particularly if they do so as a group, they often remark on their return:

- a) that they were pleased and proud to discover how favourably the programs and practices at their own college compare with the ones being showcased by the "experts";
- b) that one of the most valuable by-products of the experience was the opportunity it afforded to get to know their own colleagues better.

i. In-House Skills Exchanges

Many Ontario colleges are capitalizing on the intrinsic value imbedded in these comments by developing an in-house skills exchange. Faculty, staff and administrators are encouraged to showcase for their peers whatever they have been learning or developing in the past year which might be new or stimulating to other people. Emphasis is placed on participation rather than on exclusivity, recognizing that modest innovators may have to be encouraged to share their insights with whoever can benefit from them.

In some cases, the activity is set up as a mini-conference, with as many people as possible released from their usual duties to attend. Some colleges invite their colleagues at neighbouring colleges, perhaps for a modest registration fee. If the host organization can afford a keynote speaker or a lunch, so much the better; but they are not essential.

Such ceremonies play an important part in establishing cultural values. They are an opportunity for a college to celebrate excellent programs and practices that are going on within its own walls. At many colleges, some form of recognition of presenters is devised. What makes it work is that people have their needs acknowledged for time to learn,

collegiality and professional development. The reward of recognition is an added bonus. Gains in personal pride and rededication to institutional goals can be substantial.

At **Algonquin College**, a variety of workshops are held during the May/June period in both English and French. In all, over 80 workshops are offered to teachers, support staff and managers, on a wide range of topics, including computer applications, teaching/learning process, special needs, personal growth, cultural sensitization and special skills.

Durham College's celebration, entitled, "**Our Turn to Learn**", consists of a series of 25 workshops during the first week of June.

At **Fanshawe**, the topics for their May/June "**Tutorial Week**" workshop series are established through surveys of all staff and discussions with administrators, faculty, support staff and union locals.

The theme of **Fleming's** annual **Staff Development Conference** is based on one of the College's major Priority Objectives. In 1989, the theme was Student Success. The 1990 conference will support the development of a client-centred attitude through the theme of Changing Clients - Changing Needs. This professional development initiative has several important characteristics, including the use of college staff as workshop leaders, the opportunity for staff from all disciplines and locations to meet for a single purpose, and the needs-driven content of the conference.

"**Georgian Day**", a one-day event at **Georgian College's** Barrie Campus is co-sponsored by the support staff and faculty unions in cooperation with the College. The event features a morning keynote speaker and acts as an opportunity to share information about new directions the College is taking.

Humber College's Innovative Practices Showcase is a two-day showcase of educational practices presented by and for administrators, faculty and staff. It includes keynote speakers, over 50 workshops (involving approximately 85 presenters), socializing luncheons and a concluding reception at which recognition awards are presented. The coordination of the Showcase is provided by a faculty member who is seconded to the office of Professional Development to work with the planning committee each year.

The activities at **Seneca College's** week-long **Spring Festival** are designed and developed by a college-wide committee of faculty from members of each division's professional development committee. They foster a general feeling of collegiality in the College as well as developing the opportunity to build peer and mentor networks of support.

During **Professional Development Week** at **Loyalist College**, a series of mid-day sessions of both personal and professional interest is offered to the whole college community during one week in May. The event is highlighted by an evening social hour and buffet. A week is also set aside at **Niagara College** to provide relevant in-house professional development opportunities for all staff, particularly faculty.

Each Spring at **Mohawk College**, between mid-May and mid-June, 50 to 60 College employees participate in presenting workshops for their colleagues. These presentations may range anywhere from 3 to 12 hours in length.

The common denominator at all of these events is the celebration of excellence and the sharing of ideas and methods for enhancing learning. They have the added advantage of

signalling to the senior administration the wealth of enterprise and initiative represented throughout the college. Planning for these events provides a rich opportunity for professional development for the faculty and staff involved.

Most colleges also present workshops run by and for faculty throughout the year. Typically, topics are selected from the result of needs assessments of new faculty and from discussions with experienced faculty. Frequently presenters volunteer to talk about some new college or divisional initiative. Very often, faculty members will suggest a person or a topic that they would like to know more about. Presenters of professional development workshops at **Cambrian College** are prepared to instruct their peers on subjects ranging from Desktop Publishing to Feminist Theory of Education.

ii. Targeted Professional Development Workshops

Skills exchanges can be equally effective when they are conducted on a divisional scale, and are particularly important in fostering a team approach among all levels of employees in understanding and working together on divisional goals.

At **Algonquin College**, the School of Applied Arts runs an annual celebration, "**Fête Entre Nous**", a gathering of faculty, management and support staff for two days of interchanges, discussion, debate and food. Topics and workshops cover a range of division-specific topics, including: Planning for Our New Client Group, New Ventures in Distance Delivery, Multiculturalism in the Classroom and Career Planning for Applied Arts Support Staff. Departmental skits, breakfast and a barbecue are also critical unifying features of the fête.

Humber College participates with other Metro Toronto colleges in the **Metro Colleges Mathematics Association**, whose purpose is to promote mathematics courses at the college level. Events draw faculty from Business and Technology divisions of the colleges to come together for the exchange of ideas and problems related to mathematics and for the professional development of its members.

Confederation College presents to its employees a series of Human Resource Development workshops on topics which are not program-related, but focus specifically on the personal health and well-being of the members of the College community. The programs, which may include presentations on Stress Management, AIDS, Financial Planning, etc., are offered at lunch time and after regular working hours. Spouses are encouraged to attend.

In addition to hosting a comprehensive and integrated series of in-house workshops, **Sir Sandford Fleming College** presents a program of ongoing professional development for Community Health Professionals.

iii. Special Events

At **Humber College**, The Great Educational Debate is an annual event which is looked forward to and attended by faculty, staff and often students, from all campuses across the College. A topic of current concern to the institution as a whole is selected by a sub-committee of Academic Council in cooperation with the Professional Development office. Debaters are nominated from across the college and an attempt is made to ensure representation from various divisions and campuses. A moderator is appointed, rehearsals are held on each side of the resolution, and the debate is conducted in a formal manner.

Recent resolutions have included; "Resolved that Humber should be in the business of education, not the education of business", and "Resolved that Humber should not spend its scarce resources on international education".

Tickets are sold for The Great Debate which concludes with a general question and answer period, followed by a vote on the resolution and a wine and cheese reception. The debate remains an effective way of informing the College community on issues of current concern, while providing for staff to mix socially with colleagues, and to marvel at the wit and persuasive powers of their colleagues on the debating teams.

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Georgian College is presently in the planning phase for the coordination of a **Great Teachers' Seminar** to be held for the Central Region colleges in the Spring, 1990. This concept, which is becoming increasingly familiar in a variety of locations throughout North America, is a creative extension of the "in-house skills exchange" to a larger regional focus.

The concept works on the principle that every participant from each of the colleges involved "buys in" to the process of contributing material, and deciding what material will be covered and when. In this way, participating faculty can set the conference curriculum and assure that they get maximum value from the meeting. Regional faculty share innovations, solve each other's teaching problems, and swap techniques and "non-astounding teaching devices" focused on the expressed needs of the participants.

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A program which is designed along these lines was reported in the October 1988 edition of *Liaison*, a national newsletter for the Human Resource Development Network, published by the **Association of Canadian Community Colleges (ACCC)**.

"The summer of '88 marked the third annual **Canadian Rockies Great Teachers' Seminar** held in Kananaskis Park, near Banff. Community college and university educators, representing a wide variety of subject matter areas, gathered for a week of intensive learning, teaching and reflecting. The event, sponsored by **Grant McEwan Community College** in Edmonton, focuses on problems of instruction in post-secondary institutions.

Underlying all seminar activities is the perpetual challenge to characterize and define the 'Great Teacher'. The seminar is not meant to be a 'reward' for accomplished teachers; it is not limited to the already 'great', rather it is designed to attract those who are striving to be great. Seminar purposes include:

- 1) Practicing rational analysis of instructional problems and finding realistic, creative approaches to their solution.
- 2) Having educators venture beyond the limits of their own specializations and environments in search of transferable ideas and the universals of teaching.
- 3) Stimulating the exchange of information and ideas within post-secondary institutions by building an expanding communications network among faculty.
- 4) Promoting an attitude of introspection and self-appraisal by providing a relaxed setting and an open, humane climate in which participants can seriously review and contemplate their own attitudes, methods and behaviours as teachers.
- 5) Celebrating good teaching."

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Niagara College also participates in an opportunity for experienced faculty to identify and discuss successful teaching/learning practices and to build professional networks. A **Great Teachers' Seminar**, planned and sponsored by the Western Region Professional Development Steering Committee, brings together faculty from all six western region colleges for 2 1/2 days annually to discuss and celebrate good teaching.

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(I) CAMPUS-BASED DEGREE PROGRAMS

Despite the demands of their full-time job responsibilities, many faculty, staff and administrators at Ontario Colleges have demonstrated a desire to continue their formal education. Several Colleges have responded to this need by entering into agreements with various post-secondary institutions to deliver campus-based undergraduate and post-graduate degree programs.

The success of these programs rests partly on the fact that they are conducted wholly or in part on the campus of the host College, allowing the participants maximum accessibility, and that they are solidly based in the principles of adult education:

- that adult learners have many pressures and responsibilities, both at work and at home, which compete with their continuing education goals;
- that adult learners have a great deal of relevant professional and life experience to bring to post-secondary studies;
- that adult learners expect to be able to apply theory and knowledge to the practical problems they face in carrying out their professional responsibilities.

i. Undergraduate Studies

York University/Atkinson College - Humber College. Since 1986, **Humber College** has offered campus-based undergraduate studies through the Faculty of Education and Atkinson College. Humber staff have joined members of the local

community in courses leading to an undergraduate degree. Classes begin at 5 p.m. to accommodate the working schedules of the faculty, support staff and administrators who participate. Additional courses are available on the university campus during the summer. Approximately 60 Humber participants are enrolled in this program.

Since many employees have not taken a course in several years, the first two courses, Guidance and Counselling, and Adult Education, are designed to build confidence by relating directly to the roles people play in their work at the College. Participating employees develop an esprit de corps with their colleagues which transcends all divisional and status lines throughout the College.

ii. Masters Degree Programs

Brock University - Seneca College. This cooperative program allows students to take courses toward a Masters of Education degree. Most courses at Seneca are held on campus, with the balance provided in intensive residential periods at Brock, recognizing the nature and schedules of the participants.

The program includes courses in :

- The history of Ontario's Community Colleges.
- Theory of adult education.
- Curriculum design.
- Methods and techniques of instruction.
- Administration.
- Psychology of learning.
- Research methods.
- Practical applications of research in adult education.

Students are encouraged to focus their research and project requirements on local issues.

Central Michigan University - Durham College, Fanshawe College and Humber College. Courses similar to those listed above are offered at three Ontario Colleges in cooperation with Central Michigan University. Graduates earn Masters of Arts degrees in Education. Courses are taught on weekends, and are highly practical and interactive in nature. They are presented by faculty at Central Michigan and by other leading educators in community college education from Canada and the United States.

The staff, faculty and administrators who participate in this program work through the program as a group. As a result of the close interaction among participants, people develop a better understanding of the college system and their role in it. Many are taking a greater leadership role in their own departments, and the close associations which result have a positive effect on the institution as a whole.

To date, **Durham** has graduated 20 students from the Central Michigan program. At **Humber**, more than 100 faculty and staff have completed courses in the program, now in its fourth sequence. A total of 60 have completed Masters degrees.

Ontario Institute for Studies in Education (O.I.S.E.) - Humber College. For more than four years, O.I.S.E. has offered graduate studies on campus at Humber to assist Humber faculty and staff towards Masters degrees. Approximately 12 candidates have completed their courses of study. Two of these staff have now pursued and completed doctoral studies, and at least four additional candidates are currently working toward their Ph.D. at O.I.S.E.

iii. Doctoral Degree Studies

Michigan State University - Humber College. Humber College has recently successfully completed negotiations with the Ministry of Colleges and Universities to allow Humber to host a campus-based program of post-graduate studies leading to a Ph.D. degree in Educational Administration and Instructional Leadership. The program, offered through Michigan State University, is scheduled to begin in April 1990 for a class of approximately 35 candidates, the majority of whom are Humber faculty, staff and administrators.

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Fanshawe College: Ian Kennedy, Manager, Staff Development Services (519) 452-4489

Humber College:

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M.A. Programs: Rick Bendera, Director, Student Life, (416) 675-3111, ext. 4217

Ph.D. Programs: Roy Giroux, Vice-President, Educational and Faculty Services, (416) 675-3111, ext. 4483

Seneca College: Frank Miller, Chair, Professional Development, (416) 491-5050

At **Mohawk College**, as at several other colleges in Ontario, college staff are provided with assistance in paying for tuition for credit courses at the post-secondary level, leading to a degree or a diploma. Mohawk supports their staffs' continuing education by refunding 50% of their tuition costs.

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(m) EXCHANGES, SECONDMENTS AND PROFESSIONAL DEVELOPMENT (SABBATICAL) LEAVES

i. Exchanges

The exchange of personnel between colleges throughout Canada and the U.S.A., as well as in many other countries around the world, provides a unique opportunity for personal and professional growth and revitalization. It introduces new people and new ideas into programs, college services and administration, while providing staff with the opportunity to experience a change of working and living environments and the resulting stimulation to discover and try fresh approaches.

To facilitate such exchanges, **Seneca College** is a founding member of the Community College Exchange Program (CCEP), which has more than one hundred participating institutions nation-wide in Canada and the U.S.A. CCEP encourages exchanges for college staff at all levels. Placement of an employee at a member institution is dependent on the needs of both the home and the host institutions, including but not limited to the following: the host institution's need for someone with the applicant's talents and knowledge; the current staffing needs within the applicant's department; and other benefits to be derived from the proposed exchanges.

A full description of the CCEP exchange policy, including salary, benefits and living arrangements is available in the form of a handbook from the Seneca College Professional Development Office.

FOR MORE INFORMATION, please contact:
 Frank Miller, Chair, Professional Development
 1750 Finch Avenue East
 North York, Ontario M2J 2X5
 (416) 491-5050

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Seneca recognizes the value of exchanges both for the benefit of the College and to the individual. Employees are encouraged to pursue individually developed opportunities that they are aware of, and to design them within the general policies of the CCEP. Several faculty have planned such exchanges in Europe and other locations.

Humber College facilitates exchange opportunities for staff, faculty and administrators at the local, provincial, national and international levels. In the U.S.A., Humber is developing networks with the League for Innovation in the Community College which provide numerous options for faculty and staff exchanges. This year, exchanges and visits have occurred with Catonsville Community College in Baltimore, Maryland.

A faculty exchange with Weymouth College in Dorchester, England, is in the final stages of negotiation. Two senior lecturers from the Tile Hill College of Further Education in Coventry, England, spent several weeks visiting Humber in the Fall of 1988, and were specifically interested in program development and evaluation, human resource development, and human services programs.

A number of Humber faculty have negotiated international exchanges on an individual basis in such far-flung locations as Budapest, Hungary; Christchurch, New Zealand; and Dallas, Texas. In keeping with employment equity goals, a number of women and support staff have participated in exchanges facilitated through Humber College.

FOR MORE INFORMATION, please contact:
 Starr Olsen, Consultant, Professional Development
 205 Humber College Blvd.
 Toronto, Ontario M9W 5L7
 (416) 675-5040

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ii. Secondments

An exceptionally creative way to provide professional renewal for college staff at a minimum of extra expense is through the strategy of internal and external secondments. Seconded employees are released either full or part-time from their current job to take on a specific project somewhere else in the college. Secondments can run from a single semester to one or two years. Employees retain their position in their division/department and return to that job at the end of the secondment. The projects may be division-specific or college-wide. The employee brings new skills and ideas to the department and thereby renews the department and provides input for change. In exchange, the secondee makes new contacts, develops new skills and has a chance to use his or her special talents in different and exciting ways. Eventually the revitalization received as a result of the secondment experience is carried back into the individual's home area.

George Brown College uses external secondments effectively as developmental programs for its staff. Staff members have been seconded to positions in the Ministry of

Colleges and Universities, Vision 2000 and other government offices. Staff benefit from the new experiences and closer partnerships are formed between the institutions involved.

At **Humber College**, a number of people have been seconded through the Professional Development office to manage projects that are related to development of college employees. Among the projects that have been managed in this way are Support Staff Orientation, Support Staff Training, New Faculty Orientation, Probationary Faculty Programs, Part-time Teachers' Programs, Mentoring Programs, Coordination of Instructional Development Grants, Innovative Practices Showcase and Faculty Computer Training. Elsewhere in the College, faculty have been seconded to the International Projects Office, Instructional Development, and Counselling.

If the secondment involves hiring a replacement teacher, the department which initiates the secondment will pay for the replacement costs of a part-time teacher. The success of the program depends, to a great extent, on the flexibility and support of divisional deans and chairs, and department managers in arranging alternative staffing for the duration of the secondment. Feedback from faculty and staff and their supervisors indicate that this has been a very successful program in providing staff with professional renewal.

FOR MORE INFORMATION, please contact:
Ruth McLean, Chair, Professional Development
205 Humber College Blvd.
Toronto, Ontario M9W 5L7
(416) 675-5040

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iii. Professional Development (Sabbatical) Leaves

The system-wide Professional Development Leave Plan assures that 2% of academic bargaining unit members may be absent on approved professional development leave in any one academic year, after a minimum of 6 years of service.

One of the most effective ways to assure that faculty remain current in their field of speciality is for colleges to facilitate their return to the community for a period of time to pursue further academic or technical studies, where such activities will enhance the ability of the employee, upon return to the college, to fulfill professional responsibilities.

In practice, PD leaves or external secondments are arranged in a variety of ways. **Loyalist College's Mini-Sabbatical Program** enables faculty and support staff to hone existing skills or to develop new skills which are relevant to the objectives of the program or department with which they are associated.

Staff are encouraged to deal directly with business, industry or community services to develop a proposal for submission to Academic Administration. Approved projects are fully funded by the College from its professional development budget, with allowances being made available for all, or a portion of, additional travel or accommodation involved in the project. In order to minimize the disruption of the teaching year, emphasis is placed on mini-sabbaticals which occur during the May/June non-teaching period.

In Loyalist's plan, employers are not allowed to reimburse faculty during the period of the mini-sabbatical. However, as a happy by-product and evidence of the success of the

program, many employers have made donations to the College as a gesture of appreciation for the excellent work performed by faculty during the mini-sabbatical.

FOR MORE INFORMATION, please contact:

Gerald D. Colford, Dean, Applied Arts, Business and Health Sciences
Loyalist College
P. O. Box 4200
Belleville, Ontario, K8N 5B9
(613) 962-9501, ext. 357

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At **Centennial College**, the **Work Education Leave Plan** enables employees to return to external work-places or to study, for a maximum of one year. Salaries can be negotiated by the individual with the host organization. The College will pay the negotiated salary, in order to protect pensions and benefits, billing the placement organization in return.

Another variation is in practice at **St. Clair College** in Windsor. Here faculty need not make the all-or-nothing choice between devoting their primary energies to classroom teaching, or returning full time, even if only for a few months, to business or industry. Faculty at St. Clair are requesting reduced workloads, and being paid pro-rata salary and benefits by the College, in order to undertake projects in business and industry for remuneration. This allows faculty to develop leading-edge professional skills, and to put them to use immediately for the benefit of their students in the College classroom. (An expanded description of these programs appears in Chapter 5b.)

FOR MORE INFORMATION, please contact:

Jay Ertel, Chair, Applied Arts, Business and Technology
St. Clair College, Thames Campus
1001 Grand Ave. W.
Chatham, Ontario N7M 5W4
(519) 354-9100, ext. 255

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Cambrian College has demonstrated its commitment to employment equity by granting a request from a support staff member for a nine month professional development leave. In September, 1987, Julie Menard of Cambrian's Health Services Department returned to school to complete an intensive package of courses toward her Bachelor of Science in Nursing. Nursing is a rapidly changing profession. Both the Registered Nurses Association of Ontario and the College of Nurses are advocating that the baccalaureate be established as a minimum level of entry to practice by the year 2000.

As a result of the encouragement and partial financial support provided by the College, Julie and others have been enabled to take positive steps toward the realization of their professional goals.

FOR MORE INFORMATION, please contact:

Julie Menard, R.N., C.C.O.H.N., Health Services Department, ext. 7279, or
Patricia Kallio, Equity Coordinator
Cambrian College
1400 Barrydowne
Sudbury, Ontario P3A 3V8
(705) 566-8101

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At **Niagara College**, the **Niagara Plan** provides all full time employees with the opportunity to participate in an alternative work experience. In an effort to maintain and improve the quality and content of instruction and services given to the students at Niagara College, employees in the **Faculty, Counsellor and Librarian** categories are encouraged to work in a service/industry/business relevant to their teaching or service areas. They are asked complete a work experience opportunity once every three years to ensure that updating occurs on a regular and recurring basis.

Work experiences should provide exposure to new work environments, methods, technologies or information relevant to the teaching or service areas of the staff member. To ensure that work experiences are tailored to individual jobs, needs and interests, participants are asked to assume an active role in identifying, selecting and planning their alternative work experience.

At the conclusion of the alternative work opportunity, employees file a report documenting their activities and evaluating the benefits and limitations of the experience.

The **Niagara Plan** also provides for alternative work experience for **Administrative and Support Staff**, designed to meet a wide range of human resource development needs as and when required. Support staff may update or broaden their knowledge of innovative or unique procedures, methods, systems or processes which might be used in the service, industrial or business sector. Administrative staff may gain opportunities for specialized learning or for broader professional and personal growth and renewal.

All full-time support and administrative staff at Niagara are eligible to pursue an alternative work experience. Such experiences may be planned within the context of the staff members' annual human resource development plan. Participants are expected to take an active role identifying, selecting and planning their own individual experience.

Administrative and support staff are also expected to file a report as described above.

FOR MORE INFORMATION, please contact:

J. P. Robarts, President
Niagara College
Woodlawn Road
Welland Ontario L3B 5S2
(416) 735-2211

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(n) RETIREMENT PROGRAMS

The Ontario Colleges have been in existence now for more than twenty years. Many of the men and women who first staffed the colleges remain in the system today. The Vision 2000

study estimates that by the year 2000, fully twenty-five percent of today's approximately eight thousand college faculty will either have reached retirement age, or attained the formula required to retire without financial penalty.⁸ The projected loss of over four thousand faculty members, and a proportionate number of administrators and support staff, between now and the year 2010 will inevitably result in both positive opportunities and negative impacts.

The expected influx of "new blood" over the next two decades will go a long way toward helping the colleges meet the technological and entrepreneurial challenges of the future. At the same time, when the majority of those who participated in building the College system are gone, we will have lost a part of our history and a great wealth of experience.

For most retirees, the completion of their years of formal professional activity is a mixed blessing. Many have well developed plans for the increased leisure time that they now enjoy. But some find that the loss of the structure of professional responsibilities, the support and intellectual stimulation of colleagues, the status and self-confidence that come from being a contributing member of a team, combine to leave a yawning gulf in their lives when they retire.

In recent years, more and more attention is being paid, particularly in the business and service sectors, to the enormous potential contribution of the active over-sixty-five group to the Canadian economy. As the proportion of seniors in the total population increases steadily, seniors will demand an ongoing voice in decision-making, and represent a significant reserve of potential labour and expertise at a time when reduced numbers of workers entering the labour force may create labour shortages. The Colleges will increasingly be called upon to supply short-term retraining and development opportunities for older workers, as well as courses covering a wide range of leisure time and avocational activities.

For the first time, the Canadian colleges have significant numbers of their own employees approaching retirement. **Sault College** has responded to the challenge by the creation of a **Retirees' Club**. Some people who had recently retired were experiencing a sense of loss of contact with the College and with their old colleagues. A need was identified to find ways to maintain meaningful contact between the College and retired staff members. Through the office of the Director of Human Resources and Student Services at Sault College, all those who had retired (fewer than fifty) were invited to an initial meeting with others still employed at the college who were nearing retirement. They were met by presidents of the faculty and support staff unions and the administrative group.

Members function as an autonomous group, providing their own direction, and their own secretarial services. The College supplies a place to meet, coffee, and facilities for mailing out a regular newsletter.

The group has identified several areas of initial involvement. They have planned a monthly social event, a yearly picnic, and have initiated a newsletter which keeps people informed about events on campus, and about the lives of the membership. Members who travel south in the winter or are confined to home or hospital are kept in touch with College activities and receive visits and news.

⁸ Ontario Council of Regents. *Vision 2000: With the Future in Mind; An Environmental Scan*, March, 1989, p. 45.

The group sees an important role for itself in meeting with still-employed staff members to discuss retirement planning and strategies for combating some of the social isolation they themselves have experienced. Plans for the future include working with student groups to acquaint them with issues that face retired Canadians, and perhaps to sponsor special events for students and become involved in fund-raising initiatives. No formal system has been set up as yet to involve retirees in volunteer work roles. The College is very anxious not to direct or exploit the energies of the group members, but is open to future initiatives which may emerge from the group itself.

FOR MORE INFORMATION, please contact:

Gerry McGuire, Director, Human Resources and Student Services
Sault College, P.O. Box 60
Sault Ste. Marie, Ontario, P6A 5L7
(705) 759-6774, ext. 693

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Centennial College is presently in the process of forming a Retirees' Alumni Association. This idea originated during a two-day Pre-Retirement Planning Conference as a request for a supportive organization for Centennial retirees.

A similar program exists at **Sir Sandford Fleming College** in Peterborough where the Fleming Retirees' Club is informally dubbed "Life After Sir Sandford Fleming". Prior to the club's inception, when an employee retired from the College there was no formal means for him/her to enjoy the fellowship of former colleagues who had also retired.

The club was formed, under the initiative of the Personnel Department, to bridge this gap and also to maintain ties with the College. The group has formed a weekly drop-in coffee hour; a semi-annual dinner with spouses where new retirees are recognized; a quarterly newsletter and other activities organized by individual members. Support is provided by the College with events organized by the members. Participation has been excellent.

FOR MORE INFORMATION, please contact:

Barry Matheson, Director of Personnel
Sir Sandford Fleming College
McDonnell Campus
P.O. Box 653
Peterborough, Ontario K9J 7B1
(705) 743-5610

These programs and support systems illustrate the respect with which retired employees are regarded by their Colleges, and will undoubtedly serve in the future to minimize their loss to the colleges as a valuable ongoing resource of knowledge, expertise and experience.

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Fanshawe College's Early Retirement Incentive Program Plan is an additional staff benefit at Fanshawe. All full time employees may make application to the early retirement incentive fund providing they meet the following criteria:

- The employee must be between the ages of 55 and 64.
- The employee must have completed at least ten years of continuous full-time employment at Fanshawe College.
- The employee must not be eligible to receive an unreduced pension under either of the plans in force at the College.

TO OBTAIN COPIES OF THE PLAN, please contact:

Peter Myers
Fanshawe College
P.O. Box 4005, Terminal C
London, Ontario N5W 5H1
(519) 452-4100

Plans of this sort are being put in place at a number of Ontario colleges, including **Algonquin College** and **Sir Sandford Fleming College**. They allow college staff to plan the next phase of their lives without fear of financial penalty, while at the same time creating new hiring opportunities within the colleges to address changing organizational priorities.

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(o) EMPLOYEE RECOGNITION AWARDS

It is fitting that this long chapter on Exemplary Practices in Faculty and Staff Development should conclude with a brief review of ways that colleges acknowledge the expertise and dedication of their human resources.

Effective organizations ensure that each individual at every level experiences a sense of contributing to the team effort. In this process, recognition of complementary functions is of critical importance. Although colleges are structured as hierarchies, and someone has to be ultimately accountable, each function makes up an essential part of the whole. Everyone is in a serving capacity and the strength of a great institution is that each person and each role is regarded with due respect.

When budgets are tight, the traditional sources of rewards for college staff such as sabbatical leaves, travel to professional meetings, or workload reductions may be in short supply. Institutional support for staff development is frequently among the first areas to feel the effect of cutbacks. Yet the high price of emotional disengagement and burnout on aging employees makes it all the more necessary for colleges to find creative ways to increase employee motivation. People need to experience sufficient *intrinsic* rewards to ensure their continued enthusiastic engagement and participation in their work, which must inevitably precede improved performance.

Many of the most potent rewards that motivate people are symbolic in nature, from the lowest level of a simple thankyou or a general acknowledgement, to a letter of commendation or a public statement of congratulations, an award of excellence or an invitation to take part in an exciting new project. Particularly when money is scarce, organizations can ill afford to ignore these important contributions to general morale.

i. Staff Recognition Awards

A number of colleges engage in rituals to recognize the hard work and enthusiasm contributed by staff throughout the college community. At **Mohawk College**, all employees are eligible to receive the **President's Award for Excellence**. Peer nominations are received and awards are presented annually at a general College assembly prior to the Christmas break. At **Confederation College**, the Employee Recognition Program consists of an awards dinner held annually.

At **Seneca College**, staff are recognized:

- for their innovation, including research, development and creative implementation of new initiatives;
- for their achievements and professional skills;
- for their service within their own professional group, within the campus, across the college, within the community, and/or for their student-related involvement;
- individually and/or *in groups* for encouraging and fostering innovation, achievement and service.

This last practice is particularly noteworthy, in view of evidence in the literature that scarce resources go much farther when rewards or incentives are conveyed to collegial work groups, programs or departments, rather than individuals. If only one "star" can win special recognition, some who might very well make a meaningful contribution may be reluctant to compete. Mitchell and Peters⁹ observe that people are more likely to be willing to reshape their work efforts for shared rewards that can be relatively reliably anticipated. The enhanced collegiality which results benefits the organization as well as the individual.

At **St. Lawrence College Saint Laurent** in Brockville, employees at all three levels are recognized with an Award of Excellence. In addition, a "Small Wins" List is published each month to celebrate "the thousands of things we all do that make us each one per cent better". College staff are invited to submit short items which mark successes (their own or other peoples') in a wide range of college-related activities. The lists are printed on brightly coloured newsprint and posted on departmental bulletin boards throughout the College.

If someone sat on a panel or made a presentation, their contribution is documented. People are congratulated for attendance at a workshop, or the creation of a new manual, or participation in the regional science fair. If a department receives a compliment from the public on the quality of service, their pride and pleasure in their achievement is compounded by the recognition of their peers. In all, this informal little newsletter is a creative way to make people feel that they are making a difference to their College in significant ways.

FOR MORE INFORMATION, please contact:

Cathrine Maskell, Communication Officer
St. Lawrence College Saint Laurent
Brockville Campus
2288 Parkdale Avenue
Brockville, Ontario K6V 5X3
(613) 345-0660, ext. 3211

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Humber College presents its **Distinguished Support Staff Awards** at the annual President's breakfast. These awards are based on the nominee's initiative and enthusiasm, human relations and professional skills, extra-curricular activities (both educational and college-related), attitude, and overall contributions to the College. Nominations are peer

⁹ Mitchell, Douglas E. and Martha Jo Peters. "A Stronger Profession Through Appropriate Teacher Incentives". *Educational Leadership*, Vol. 46, No. 3 (November, 1988), pp. 74-78.

presented and selected. Each award winner receives a certificate, signed by the Chair of the Board of Governors and the President, and a monetary award.

In 1989, awards for **Distinguished Faculty** and **Distinguished Administrator** were added to the presentations made at the President's Breakfast. In addition, the **Women's Educational Council** at Humber holds an annual awards breakfast to honour those who have contributed to the development of women on campus. Annual awards and bursaries are available for students assisting with women's programs as well as to international students who contribute significant support to their peers. These awards are given by the Office of the President.

FOR MORE INFORMATION, please contact:

Doris Tallon, Executive Assistant to the President
Humber College
205 Humber College Blvd.
Toronto, Ontario M9W 5L7
(416) 675-3111, ext. 4232

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ii. Teaching Excellence Awards

Several other colleges also hold ceremonies to recognize excellence in classroom teaching. At **Centennial College**, the **George Wicken Teaching Excellence Award** is presented each year to recognize and honour an exemplary teacher, and to honour the memory of an exemplary teacher, Mr. George Wicken. This is a faculty-initiated project, in which a committee calls for nominations and chooses a teacher who exemplifies high standards of teaching excellence. The award, which is presented at an annual commemorative George Wicken Dinner, serves the dual purpose of honouring great teaching and bringing people together to celebrate the College's common endeavor.

At **Algonquin**, the **Laurent Isabelle Award for Teaching Excellence** serves a similar purpose, as does the **Aubrey Hager Award for Teaching Excellence** at **Conestoga**, and the **Canadore College Teaching Excellence Award**.

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iii. Provincial, National and International Awards

Ontario Colleges are invited to nominate faculty each year for the **Innovation in Teaching Award** program of the **Association of Canadian Community Colleges (ACCC)**.

FOR MORE INFORMATION, please contact:

Suzanne Robinson, Program Development National Services
Association of Canadian Community Colleges
110 Eglinton Avenue, Second Floor
Toronto, Ontario M4R 1A3
(416) 489-5925

In 1986, ACCC initiated an annual "**Spotlight Awards**" program in recognition of outstanding partnerships between Canada's colleges and technical institutes and employers

in business, industry, labour, government and the service sector. Since then, a number of Ontario Colleges have won awards or honourable mention through this program.

The criteria for the "Spotlight Awards" define a partnership as, "a contract between an employer, labour union, association or group and an educational institution or consortium of institutions. A partnership will deliver educational services such as needs assessment, curriculum development, or specially developed courses or materials that may use alternative delivery methods. Training is presented at the most appropriate site to both the employer and the learner¹⁰. The overall purpose is to enhance the economic viability of Canada through training partnerships.

FOR MORE INFORMATION, contact as above:

Since 1986, **Humber College** has been a member of the **League for Innovation in the Community College**, an organization of eighteen North American educational institutions selected for their commitment to institutional excellence and effectiveness. As a League member, Humber participates in an **Innovator of the Year** program. These awards recognize faculty and staff who have contributed to innovation at Humber for the benefit of the learning environment of the students. Nominations are solicited from the College community, and four innovations are selected by peer committee process, based on criteria established for the program. One innovator is acclaimed as Humber's League for Innovation Innovator of the Year, and is recognized nationally across the League network.

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(p) PROGRAMS FOR EMPLOYEE HEALTH AND WELL-BEING

Several years ago, **Sir Sandford Fleming College** developed an **Employee Assistance Program**. The program, sponsored and supported by both the College and the Union, is intended to assist all full-time employees and their dependents with personal problems that are affecting their job performance, health and well-being.

Examples of concerns addressed through the program include:

- job satisfaction
- stress
- grief
- emotional crisis
- financial difficulties
- marital/family difficulties
- drug and/or alcohol abuse
- retirement planning

The services of a registered psychologist were contracted. The first five visits are fully paid by the plan, and well as 50% of the next five visits, if required. After three years of operation the program has been well accepted and well used by the employees.

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¹⁰ Association of Canadian Community Colleges. *Making Canada Productive*. Gordon A. Thom, ed., Friesen Printers, Manitoba, 1986.

As part of its commitment to maintain a safe working environment for its employees, and in light of the increasing number of cases, **Sir Sandford Fleming College** also provided a vaccination against the Hepatitis "B" virus free of charge to any full-time employee who requested it. It was also offered to family members, students and part-time employees at cost.

Information sessions were arranged at various College locations to provide an overview of Hepatitis "B" and the program. "Engerix B", a new synthetic vaccine, was delivered by Smith, Kline and French Canada Ltd., with clinics held at each of the College's major locations. Over 300 staff, students and family members were inoculated. The program is continuing.

FOR MORE INFORMATION, please contact:

Barry Matheson, Director of Personnel
Sir Sandford Fleming College
McDonnell Campus
P.O. Box 653
Peterborough, Ontario K9J 7B1,
(705) 743-5610

Employee Assistance Programs are also in place at **Canadore College** and at **Seneca College**. Both support their employees in dealing with a wide range of personal or job-related problems by making available to them confidential information, counselling and referral to appropriate community resources.

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Many colleges have sports, physical fitness and recreational facilities which they make available to all employees so that they can actively pursue and development their own physical skills, health and well-being.

At **Durham College**, all staff receive a free fitness membership in the Durham College Athletic Complex.

At **Humber College**, a full range of health and fitness programs is available, including a Sports Medicine Clinic which treats staff members' sports-related injuries, low-impact aerobics classes, Weight-Watchers and Smoke-Enders Clinics, and noon-hour seminars on such diverse topics as Stress Reduction, Osteoporosis, and A.I.D.S.

Special activities offered through the **Seneca College** Health and Fitness Centre include a Women's Wellness Weekend, which is offered annually to Seneca College women and friends, and consists of a three-day outing of rest, relaxation, presentations and group activities.

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Cambrian College has taken an important step toward ensuring the prevention of conditions in the workplace which might negatively affect employees' health and well-being. Three members of the support staff have been appointed to the College's Occupational Health and Safety Committee, and play a vital role in ensuring that the regulations of the Act are adhered to through regular inspections and pertinent recommendations.

FOR MORE INFORMATION, please contact:

Mary Jane Veinott
Cambrian College
1400 Barrydowne
Sudbury, Ontario P3A 3V8
(705) 566-8101

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EXEMPLARY PRACTICES THAT SERVE NON-TRADITIONAL CLIENTELE

(a) PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS

At long last, the educational needs and concerns of special needs students are being recognized by our policy makers and by the community at large. Recent Human Rights Legislation and supportive funding from the Ministry of Colleges and Universities have provided new opportunities for college faculty and staff to learn about issues pertaining to special needs students. As the number of special needs students in the college population rapidly increases, so does the need to gain perspective on the relationship between disabled students and the educational environment. Awareness and understanding are essential to ensure that exceptional students can learn and develop to their fullest potential.

The language surrounding students with special needs has changed over the years. In this article, the following terms may all be used interchangeably: special needs, disabled, handicapped, exceptional, physically challenged.

As a result of the Human Rights legislation, all Ontario Colleges of Applied Arts and Technology now have an office or an individual in charge of coordinating programs to inform faculty and staff about the challenges that face special needs students and to support them in meeting those needs. Their efforts have taken a number of different but complementary forms.

At **Centennial College**, the College's Special Needs Consultant has devised a way to sensitize the entire college community, and particularly the faculty, to a range of issues concerning special needs students. The College publishes a weekly communications organ which is distributed to the whole college community and is read widely. From January, 1986 to June, 1988, a column was created under which an article on some relevant aspect of special needs appeared in every edition. Topics included province-wide principles, policies and practices, local policies and processes, background research describing each disability, appropriate services, classroom interventions and various related issues.

The rationale for this column was to transform potential resistance into cooperative advocacy at all levels of college operation. Its purpose was to familiarize students, staff, faculty and administrators with information related to special needs in order to effect the following outcomes:

- Broader understanding of the range of special needs requiring post-secondary intervention.
- Deeper appreciation of the dimensions associated with specific disabilities.
- Appropriate application of accommodations (physical and instructional) for applicants and students with special needs.
- Evolving perception that students with special needs are a normal part of the student population.
- Awareness of the rights of special needs populations and obligations binding on the college.

The appearance of over 100 articles in the weekly column served to entrench the acceptance of special needs students as an expected and legitimate responsibility of the Centennial College community. As people became more aware of the services and expertise available to their students, they more readily referred their students for help. Heightened awareness sparked much formal and informal discussion and resulted in the generation of a number of workshops and presentations. Increased familiarity with special needs issues facilitated adaptability to the needs of individual students. In short, special needs came to be understood as a college-wide shared responsibility.

FOR MORE INFORMATION, please contact:

David Robertson, Coordinator, Counselling and Special Needs
Centennial College
651 Warden Ave.
Scarborough, Ontario M1L 5E9
(416) 694-3241, ext. 3279

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At Northern College, initiatives on behalf of special needs students have resulted in the generation of a **Special Needs Resource Handbook**. This 50 page booklet, coordinated by Irene Hocevar in May 1988, introduces special needs students and gives an overview of both faculty and administrative concerns related to meeting their needs. It then offers a brief description of a number of primary and secondary disabilities, describes classroom and learning aids to assist disabled students and lists resource agencies and contacts in the community which are available to assist students and to educate college staff about their needs. The report concludes with appendices containing information of particular relevance to learning disabled, visually or hearing impaired students. Northern College's peer tutoring program is described and a list of references and further readings is provided.

In addition, Northern College has undertaken a project to assist teachers to meet the needs of visually-impaired students. In cooperation with CNIB, the College contacted visually-impaired/blind students to determine their attitudes and educational background and to inform them of financial resources that could be of benefit to them if they chose to continue or return to college. Issues relating to visually-impaired students are highlighted in the Special Needs Resource Handbook.

Copies of the handbook are available from:

Peter MacLean, Executive Director of Human Resources
Northern College
P.O. Box 2002
South Porcupine, Ontario P0P 1H0
(705) 235-3211, ext. 121

Similar programs operate out of most colleges' Special Needs Offices, including Algonquin, Fanshawe, Humber, Seneca and St. Lawrence/St-Laurent Colleges.

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(b) PROGRAMS FOR NATIVE PEOPLE

At several Ontario colleges, increased representation of Native People among the student body has created a demand for programs to meet the needs of native Canadians. At **Loyalist College**, the **First Nations Technical Institute Project**, was funded by the Federal Government to enable faculty to develop skills in working in a non-traditional delivery system while fulfilling the needs of native Canadians scattered over a broad geographical area.

On the basis of a proposal prepared by Loyalist faculty, two faculty were seconded on a half-time basis to deliver a traditional post-secondary program to selected Indian clients mainly on their home reservations. Students were given a learning assessment prior to the course and were granted credits where appropriate. Distance learning courses were combined with short in-residence experiences at the First Nations Tyendinaga headquarters. Loyalist faculty were responsible for developing the curriculum, the assessment and selection of clients, the delivery system and the maintenance of academic standards.

The initial pilot program is now complete and a second contract has been negotiated. The secondments from Loyalist have been increased to one full-time and one half-time. Eighteen students have now graduated with the Loyalist College Social Service Worker Program Diploma and there are currently twenty-five registered in Phase Two. The faculty are still very excited about their ongoing involvement. They have had the unique opportunity of being involved with native Canadians on almost every reserve in Ontario and have had to monitor and adjust the delivery system to respond to local conditions. Formal program evaluations have been conducted on an annual basis. Much of what has been learned will be directly applicable to many of the forthcoming initiatives of the College in the area of life-long learning.

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At **Northern College**, recognition is given to the challenges that face native students who leave their reserves, sometimes for the first time, to attend post-secondary programs in an urban setting. Using former students, faculty and returning students, Northern has developed a comprehensive orientation program to familiarize native students with the college environment, structure and activities. A student success program has also been developed to expose native students to learning and studying techniques. Native students are also provided with assistance in finding suitable housing.

FOR MORE INFORMATION, please contact:

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Confederation College and Lakehead University will be co-hosting a conference for educational institutes that deal with native students. This cooperative venture will raise the awareness of all staff to the special needs of this group within our system. This initiative will involve faculty, administrators, support staff and students. Issues of retention and attrition will be the major focus and output of the conference. The objective is to identify strategies to deal with the problems and concerns of native students. It is hoped that the conference will raise levels of sensitivity and understanding in the general area of student retention and the specific dilemma surrounding native students. It is also an excellent opportunity to establish positive linkages with other education delivery organizations such as universities and school boards.

FOR MORE INFORMATION, please contact:

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At **Sault College**, initiatives to prepare faculty and staff to meet the needs of native students include a regular and comprehensive seminar series for faculty on native culture. This series is part of the regular faculty orientation and training program.

(c) **FRANCOPHONE PROGRAMS**

At several colleges, efforts are being made to assist staff to upgrade their ability in the French language. At **Algonquin College**, the Language Skills Development Section offers French and English courses to help staff members acquire the language competence necessary to do their work. The centre also offers testing for staff who are being hired into bilingual positions where language proficiency levels are required.

For new francophone faculty, Algonquin offers a full two-year orientation and teacher training program entitled **Programme de formation pédagogiques pour maîtres-enseignants francophones des Collèges Communautaires de l'Ontario**. The program, which is also open to other interested faculty on the recommendation of their supervisors, is similar to training programs offered for English speaking faculty at Algonquin and at other colleges throughout the system.

The program allows teachers to develop or refresh their skills in:

- principles of teaching/training
- curriculum design
- teaching strategies
- principles of evaluation
- professional ethics

The program is offered to all teachers at the bilingual Colleges of Ontario (**Algonquin, Cambrian, Northern, Canadore, Niagara, St. Lawrence/St-Laurent**) and consists of five phases, some in a residential setting, and some involving self-study by each instructor in his/her home college.

Response to the program is consistently positive. Participants appreciate the collegial learning atmosphere and the relevance of the program to their immediate professional development needs.

FOR MORE INFORMATION, please contact:

Marielle La Belle, Language Development - (613) 727-7632

Pierre Giroux, Consultant, Educational Services, Programme de formation pédagogiques pour maîtres-enseignants francophones des Collèges Communautaires de l'Ontario, (613) 738-6128

Algonquin College
1385 Woodroffe Avenue
Nepean, Ontario K2G 1V8

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At **Northern College** each support staff position has a designated language profile, and staff are encouraged to attain the linguistic competencies identified by the profile. Courses in French language are offered at College expense and on College time. Any staff member who has the permission of his/her direct supervisor for time off, may take courses in French language, ranging from introductory courses in French as a Second Language, to courses for staff whose first language is French.

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At **Cambrian College**, orientation of Francophone students takes on a festive air. This **Orientation Program (Programme d'accueil et d'intégration)** is unique because all francophone personnel join forces with the francophone student association to help build new students' feelings of belonging to a small group, a program, a department, a division, and a College. Activities include pairing first and second year students, social activities, seminars, etc. All activities are conducted in French and the "super fête francophone" brings everybody together for collaborative games, music, costumed team events, pizza and prizes. The orientation is held in September and is organized by COPA (Comité organisateur du programme d'accueil).

FOR MORE INFORMATION, please contact:

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(d) INTERNATIONAL DEVELOPMENT PROGRAMS

The very name "Community College" proclaims an essential feature of the mandate of the two year colleges in Ontario - service for and responsiveness to the needs of the local community. However, in the years since Marshall McLuhan introduced the idea of the "global village", the concept of community has been expanding. Modern communications technology allows more rapid and accurate access to information from the other side of the world than our great-grandparents could expect to receive from the neighbouring village. However, ideas are only truly accessible when world perspective and cultural sensitivity have evolved to the point where we can all truly learn from one another.

Canadian Colleges are presently in demand as the agents of technology transfer to other countries. Educators in other countries seek Canadian expertise in industrial technology, as well as in the technology of teaching. As various successful partnerships across the country attest, when Canadian educators work with their counterparts in other countries, either at home or abroad, the opportunities for personal and professional growth for all concerned are numerous.

One such successful international partnership has recently concluded at **Humber College**. The **Indonesian Fellowship Project** was sponsored jointly by the Directorate of Technical and Vocational Education, the Asian Development Bank, and the Association of Canadian Community Colleges (ACCC) in Canada.

Its goals were designed to benefit both Indonesian educators who travelled to Canada to participate in the training programs, and Canadian educators who administered, taught and developed curricula for the training program. Specifically, Indonesians educators came to gain exposure to North American technology, to upgrade their own technical skills, and to learn Canadian teaching techniques and curriculum design skills. Indonesian teachers identified a desire to broaden their traditional lecture-format teaching methods to include more flexible, interactive teaching and learning styles and to be able to transfer their new knowledge and skills to their peers upon their return to Indonesia.

The program began in March 1988 and included 65 Indonesian technical/vocational instructors and curriculum design specialists. When the group arrived in Canada, it was found that all needed time to develop facility with the English language. During their six month stay, courses were developed for the 20 curriculum designers in: labour market research; performance objectives in technical/vocational education; student/trainee profiling; occupational and task analysis; measurement and evaluation techniques; the selection, design and production of audio-visual materials; and research in education.

The 45 teachers/trainers in technical/vocational education took "generic" courses in communication for teachers/trainers, audio-visual materials development, psychology of learning, administration/management, and introduction to computers. The rest of their program consisted of courses specific to their technical teaching responsibilities, and included methods and techniques in vocational education, classroom shop management, and issues in vocational education. Courses for the teacher/trainer group in their own area of specialty were designed cooperatively, with one group each at **Centennial College** and **George Brown College** in Toronto, and **Lambton College** in Sarnia, Ontario, and two groups at Humber. Before they returned to Indonesia in April 1989, the teacher/trainer group took part in a two week liaison with high-school technical programs and a one week tour of construction sites and other industries related to their specific area of specialty.

The evaluation of the program by course participants has been very favourable. The Canadian program received the highest rating in comparison with similar programs in Britain, Denmark and Australia. Although this program had the largest number of participants, retention of participants was 100% and no major upsets (other than homesickness) were reported. All associated with the program, both Canadian and Indonesian, received great gains in cross-cultural understanding. However, it became clear that the pace of instruction is an important element to consider from a program design point of view. Thirty hours of instruction per week, in addition to the language and social adjustments, was somewhat unrealistically ambitious and left too little time for consolidation of learning.

International Programs at Humber College act as an important catalyst for the professional development of faculty, administrators and staff in a wide variety of roles throughout the College. At Humber, one full time administrator is responsible for all International Training Programs. All other administrative coordinators of the various programs are seconded from their own academic divisions or departments on a project basis. As many as 15 to 20 Humber faculty and a number of support personnel have taken part in the development and implementation of activities and components of this project. Each has received significant gains in skills development and professional renewal, as well as increased sensitivity to and understanding of the cultural and social context of the visiting educators.

FOR MORE INFORMATION, please contact:

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Since 1985, **Niagara College** has been "twinned" with **Changsha Vocational University** in the Province of Hunan, Peoples' Republic of China. Administrators, faculty and support staff of each institution are working together to develop programs of international awareness, technical cooperation, exchange and sharing. This inter-institutional protocol, which has been supported with funds from the Canadian International Development Agency, has provided the basis for projects of technical assistance and cooperation between staff of each respective institution.

As of March 1990, ten staff members from Niagara College - faculty, administrative support and volunteer - have provided onsite development assistance to our Chinese colleagues in the areas of vocational education administration, human resource development and teacher training, computer studies, television and media support. Teaching staff from China have interned with Canadian Faculty at Niagara College, enhancing their skills while sensitizing our staff and students to Chinese language and culture. Training and technical assistance has resulted in changes in administration, programs and services at Changsha Vocational University. This relationship has provided excellent opportunities for international awareness and understanding and a unique staff development experience.

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Fanshawe College is also engaged in overseas human resource development programs. Employees teach, consult, develop programs and perform other technical assistance roles for the transfer of skills and technology to developing countries. Within the college and abroad, employees design and deliver customized teaching programs to meet the needs of international individuals and groups.

At **Conestoga**, faculty and staff are seconded for International Education projects. Recently the College has undertaken projects in the United Arab Emirates and India.

St. Lawrence College Saint Laurent has international exchange agreements with China, Malaysia, St. Lucia, Jordan, United Arab Emirates and Ethiopia.

An International Outreach office at **Sheridan College** is responsible for the development, coordination and administration of international activities as they relate to faculty, students and staff.

Staff at **St. Clair College** have had the opportunity to participate in International Education Projects in the following locations:

- Barbados (provision of expertise and assistance to Samuel Jackman Prescod Polytechnic in curriculum and staff development).
- Trinidad and Tobago (provision of assistance in developing and implementing a community college system)
- Thailand (provision of technical assistance in curriculum and program development through the Department of Vocational Education). They have also provided assistance with Food Processing Technology courses.

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EXEMPLARY PRACTICES IN MANAGEMENT AND ORGANIZATIONAL DEVELOPMENT

Ontario's community colleges have come of age. As rapidly growing, complex organizations attempting to respond to a wide range of diverse community needs, their ongoing success depends to a considerable extent, on the skill and sensitivity with which they are managed.

Managers participate in and contribute to the strategic planning of their organization. Theirs is the primary responsibility for recruitment, support, development and evaluation of faculty and staff. In addition, they must balance the day by day "juggling act" of trying to do too much with too little: to keep aging equipment functioning, conduct program reviews, respond to advisory boards and generally manage the quality of education for students.

Since the strike in 1984, and the subsequent report of the Instructional Assignment Review Committee¹, the responsibilities of academic managers have become even more complex. The Standard Workload Formula (SWF) has become a familiar factor in management/faculty interactions. In addition, many colleges are renewing emphasis on the sensitive areas of faculty evaluation, and all are involved in Operational Reviews. Because of the varied demands of their roles, college managers as a group traditionally find themselves short of the time and opportunities to attend to their own professional development and renewal.

For the past ten years, the Council of Presidents of the Association of Colleges of Applied Arts and Technology of Ontario has taken the lead to respond to this situation through the creation of the **Management Development Institute**. This week-long, residential case-study experience is designed to provide learning opportunities for management personnel within the Ontario college system. Its success is attested to by its replication in British Columbia, Alberta and, shortly, in the Maritimes.

A number of Ontario Colleges have developed programs in-house, or cooperatively with other colleges on a regional basis, to address the issues of leadership, strategic planning, and personal career and skills development for managers. One such program is described in *Liaison* (August 1989), a new Newsletter for the Human Resource Development Network published by the Association of Canadian Community Colleges (ACCC). The following is a condensation of an article by **Pierre Giroux**, Consultant, Educational Services at **Algonquin College**.

(a) DEVELOPMENT PROGRAMS FOR ACADEMIC LEADERS

In 1987/88, there was much discussion amongst senior Ontario academic leaders about the importance of developing training and development opportunities for chairpersons and

¹ Skolnik, Michael, et al. *Survival or Excellence: Report of the Instructional Assignment Review Committee*, July, 1985.

directors. SEDO (Staff and Education Development Officers) was asked to prepare a model for regional and provincial training programs for management. The approved model called for the creation of regional steering committees which would initiate and coordinate development activities for management.

The Eastern Region, under the leadership of its Senior Academic Officers, was quick to adopt this model and in January, 1988 the first **Eastern Region Management Development Planning Committee (ERMADEP)** was constituted. The five Eastern Regional Colleges (Algonquin, Durham, Fleming, Loyalist, St. Lawrence/St-Laurent) each delegated an academic manager and a staff development person to sit on that committee. In May, 1988 the program was presented and accepted by the Eastern Region S.A.O. and was subsequently approved by the five college Presidents.

Basic Assumptions and Beliefs

The planning committee agreed on the following guidelines in developing and implementing the program:

- The program will focus on academic leadership, defined as "commitment to advocating, developing, facilitating, and monitoring effective teaching and learning processes in the college with the cooperation of colleagues".
- The program will focus on models of student development in support of teaching and learning.
- Important parts of the program will be self-directed.
- The program will be offered to interested and willing participants.
- The program will be an integrated program following a specific process by the participant.
- The program will rely on both internal and external resources.

Target Group to be Served

The primary target group to be served is the Eastern Ontario Academic and Administrative Managers directly involved with students and faculty. To accommodate as many interested managers as possible, and to recognize the differences between position descriptions and organizational structure from one college to the other, the target has been left intentionally broad.

General Objectives

This program aims at developing greater efficiency and effectiveness of managers who will rely on their own expertise, contribution from their colleagues and advice from experts to:

- Develop self awareness in relation to style of management.
- Develop a realistic vision of excellence in a community college.
- Review and develop skills, acquire knowledge and analyze attitudes as they relate to the realization of their responsibilities as managers in a community college.
- Develop action plans which will contribute to increasing their effectiveness and efficiency, and enhancing their contributions to their college.

Course Organization

ERMADEP is a two-year, multi-unit program focusing on three broad areas of development:

- The managers as individuals and team leaders.
- The managers as educational leaders.
- The managers as members of an organization.

The program is offered both in residence and in a self-directed mode, with time built in to explain the program to potential participants at the beginning and to evaluate the program at the end.

Current Status of the Program

In the fall of 1988, each of the participating colleges organized information sessions on the program and invited participation from interested managers. The first session in residence was offered to 47 participants and was successful beyond the planning committee's most optimistic projection. All of the participants stated in their evaluation that they would recommend this session for other managers. By the end of January 1989, most participants had formulated their individual professional development plan. The program was continued until its completion with the current group and a commitment was made to start a new sequence in the fall of 1989.

Several elements can be identified already as contributors to the success of ERMADEP. These are:

- The clear support for the program by both presidents and senior academic managers.
- The willingness of the participants to share and learn from one another.
- The high level of commitment of the planning group.
- The quality of the resources mobilized.

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This March (1990), a group of academic and non-academic managers of **Western Region Colleges (Conestoga, Fanshawe, Lambton, Mohawk, Niagara and St. Clair)** will have a unique opportunity to work together. The **Partners in Management Seminar** encourages intensive learning, discussion and reflection. By working together, participants in this seminar will be encouraged to identify and discuss the common issues facing both academic and non-academic managers. The Western Region Professional Development Committee has organized this seminar to provide managers with a meaningful way to create discussion and share successful techniques.

The seminar is based on the premise that there are excellent managers in the Region's colleges and that dedicated managers provide a rich resource for each other. The goals of the seminar include:

- The stimulation of creative problem solving.
- The exploration of new ideas.
- The identification of effective management partnerships
- The renewal of self, professionally and personally.

This seminar differs from many others in that, for the most part, the program is created by the participants themselves and the staff's major role is one of facilitation and coordination. The format varies, but includes organized discussion, "hands-on" mini-workshops, presentations by participants or staff, and panels. Choice among activities is featured. The exchange of expertise takes place not only in scheduled sessions, but also informally.

Niagara College has been designated as the host college for this Western Region Activity.

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In a similar vein, the Metro Toronto Colleges, (Centennial, George Brown, Georgian, Humber, Seneca, and Sheridan) have initiated **Network '89: Professional Development Opportunities for Chairs**. A Management Development Planning team has been developed with representatives from the professional development staff and the academic chairs of each college to plan professional development opportunities for chairs. Between January and June 1989, this group provided five days of workshops on subjects such as:

- Marketing your program.
- Motivating your faculty and understanding your dean.
- Human resource development.
- Strategic planning for chairs.

At **Fanshawe College**, College leaders take part in the **Fanshawe 2000 Workshop**. Using sequential questioning techniques, participants generate individual answers to problems facing the College by the year 2000. These responses are examined in break-out sessions and consensus is obtained. The groups' views are then presented and discussed at a plenary session.

At **Humber College**, as part of the focus on **Academic Administrator Training for Faculty Evaluation**, an academic Chair has been appointed on a half-time basis as consultant and facilitator to develop a program related to the sensitive issue of faculty evaluation. The program consists of individualized consultations and half-day group meetings in which aspects of faculty evaluation are discussed and faculty interviews are role-played. The development of video-tapes of classroom sessions is underway, so that chairs can practice skills for classroom evaluation.

At **Mohawk College**, the Staff Development Office has initiated a **College Leadership Development Program** designed to enhance administrative effectiveness. The program is open to managers in both academic and non-academic areas or to individuals aspiring to these positions. Benefits include:

- Sound management training with a specific College focus.
- A flexible program structure tailored to meet individual needs.
- The opportunity to network with peers and to share the expertise of established College managers.
- The development of long-term, individualized leadership development strategies including self-study, networking and mentoring.

Participants receive an Academic Leadership Certificate on completion of 30 modules which cover a wide range of topics relating to managing people, department management and college leadership.

FOR MORE INFORMATION, please contact:

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P.O. Box 2034
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(416) 575-2198

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Lambton College offers an approach to training managers in a system of employee selection. This system is a combination of a number of very successful methods of hiring. Its main components include:

- Planning the interview by describing the job and listing hiring qualifications.
- Conducting the interview by gathering and processing information through the use of various interviewing skills and techniques. The major technique is to use questions that uncover past behaviour which will predict future performance.
- Evaluating the applicants by noting evidence, rating and comparing each applicant, and debriefing other interviewers.

FOR MORE INFORMATION, please contact:

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Lambton College
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At **Sault College**, management training takes the form of "**Brown Bag Lunches**", a bi-weekly series of information sessions for management staff.

At **Algonquin College**, the whole college community can benefit from the **Visionary Leadership Program and Organization Innovation**. The purpose of this course is to nurture and encourage the emergence of leadership at all levels within an organization from janitorial staff to chief executive officers.

Course content includes:

- Developing organization vision.
- Achieving team alignment.
- Acquiring mastery of the individual creative process.

Course methodology includes lectures, experiential exercises, games, role-playing and audio-visual aids. The course is designed in modules and participants can undertake sessions of as little as 3 hours in a short workshop format, or a 2-3 day intensive session, or several 3-4 hour modules scheduled over a period of weeks.

FOR MORE INFORMATION, please contact:

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The **College Leadership Program** at **Sir Sandford Fleming College** includes not only the traditional administrative management group, but also members of the executives of both the faculty and support staff unions, and faculty departmental administrators and coordinators who are in leadership positions. The diverse composition of this group is based on two assumptions:

1. That we all provide leadership through the roles we play.
2. That the successful achievement of College Priority Objectives requires support and leadership from members of a variety of groups.

One purpose of the seminars is to provide a forum for introducing major priorities. Leaders learn and discuss the rationale for a priority, the model and approaches to be used, key terms and concepts, and issues associated with implementation. As a result, they are better able to provide leadership to their departments, schools and divisions.

The second purpose of the seminars is to learn and practice various leadership skills including, for example, developing and leading teams, participating in effective formative evaluations, and negotiation skills.

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At **St. Lawrence College Saint Laurent**, two staff (one academic and one support) are selected each year for a six month term to acquire managerial skills for future consideration as managers.

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i. Orientation and Training for Program Coordinators

One of the most challenging roles faculty can play, and one for which they frequently receive little preparation, is the role of program coordinator. Although they technically retain their status as faculty members, program coordinators are expected to take over many functions related to the smooth running of their program, including timetabling and field placement. They are in the difficult position of being expected to "manage" their peers, without the authority that accompanies an administrative position.

It is possible that a new instructor may be hired to pioneer a program which has not existed in the college before. He or she may automatically become the program coordinator and assume all the responsibilities that accompany that position before even having had a chance to become oriented to the college or the division. Meanwhile the instructor is also carrying a teaching load of his/her own and is as busy as anyone else with course preparation, marking and student advisement.

Several colleges have signalled their awareness of the needs of program coordinators for support in carrying out their extra responsibilities. At **Sheridan College**, the School of Fashion and Merchandising Arts (SOFMA) holds a **Coordinators' Planning Day** at which all program coordinators are invited to a full day of discussion off-campus to examine their role as coordinators within SOFMA, and to discuss and shape this role as a group.

The day begins with a group leadership activity. All participants then take part in a team building case study, in which a case is presented of a hypothetical coordinator of an Interior Design Program at an Ontario College. Participants explore the complexities of the relationships between coordinator, faculty and students, and develop a comprehensive plan by which the troubled program can be saved and strengthened. In the afternoon, the group discusses the role of the Coordinator and explores plans for future development in the Division.

The day concludes with an appreciation dinner. Participants feel that a tremendous exchange of ideas results from this opportunity for reflection and team-building.

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At **Mohawk College**, **Management Training for Coordinators** involves an orientation program and needs assessment, followed by in-house training activities, including sessions on time-management.

The **Orientation for Program Coordinators** at **Durham College** includes an introduction to the functions of a coordinator, discusses the skills required for the role, and presents general College information helpful in carrying out the responsibilities of the job.

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(b) STRATEGIC PLANNING AS A TOOL FOR ORGANIZATIONAL DEVELOPMENT

In 1984/85, the Board of Governors and the President of **Centennial College** initiated a process which led to the publication of their first strategic plan. In the preface of the document, it was stated that "...we recognize that the people at Centennial College represent a significant deposit of knowledge, experience and competency", and that "...the plan is designed to build upon this people resource. Its success depends on their commitment".

In that document, the College affirmed its commitment to draw upon the strengths of its people throughout the whole college community to ensure that the College develops and maintains its ability to provide excellent programs. A central objective was to ensure student success through the creation of programs which are relevant to the educational and vocational needs of the ever-changing student clientele, and to the community at large.

Centennial's strategic plan has established the foundation for successive strategic planning initiatives. The following account describes a major project that grew out of the values

enunciated in the original document, and acts as an example of effective human resource development in action.

The Progress Campus Expansion Project

In 1985/86, the Centennial College Strategic Plan recommended that "the College establish a corporate centre north of Highway 401". Evaluation of demographic and cost studies indicated that the College would be better advised to make plans for the expansion of the existing Progress Campus at Markham Road and Highway 401 instead.

A steering committee, led by one of the Governors, was established to develop a case for funding from the government and other sources. It was recognized that the proposed expansion would affect the range of programs and services offered across the College, and might require a realignment of the management and administrative organization of the College.

Users' groups were called together from among all constituencies of the College to determine the programs and services to be located in the expanded facility. People required time to weigh in the balance the many variables affecting the proposed changes. For example, the advantages of a new and expanded facility better placed to serve the surrounding community had to be balanced against the threat of change and the potential interruption of friendships that inevitably accompany relocation and reorganization.

When the project was approved and funded by the Ministry of Colleges and Universities, users' committees were again formed to establish specifications for the design of the new and renovated facility. The College actively looked for project leaders from within the College's own ranks to oversee the design and construction of the expansion. Construction began in May, 1988, and has been completed on time and within budget.

Evaluation

From the perspective of human resource development, the process used by Centennial College contributed greatly to team building in all levels of the organization. It also gave individuals the opportunity to assume leadership roles in situations that their normal day-to-day positions did not permit, and thus contributed to their growth, personally and professionally.

The strategic plan was the result of six working groups comprising Board members, faculty, management and support staff all working together. In the early stages of the project, certain members of the Board of Governors worked closely with senior management staff on a regular basis. The leadership provided by the Board members increased the sense of unity among the staff, and enhanced their skills in problem-solving.

Realignment of the organization provided opportunities to promote from within and/or hire new people, and to develop their talents through service-orientation to common College objectives.

The involvement of users' groups in the final planning stages allowed representatives of five different teaching schools, student services and college services personnel to work together. The project leaders were able to ensure that the priorities of the project were maintained within a significantly lower budget than was originally planned for.

The whole process was ably directed by the project coordinator and College services personnel. The project coordinator was selected from faculty, facilitated the design of the building from initial specifications, and on behalf of the College supervised the renovations and new construction of the Progress Campus Expansion.

Significantly, this process provided a model for other strategic initiatives. The results have been similarly positive. These experiences confirm Centennial's belief that strategic planning is a powerful tool for organizational and human resource development.

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At **Humber College**, a unique exercise in strategic thinking is offered to experienced faculty and administrators who may apply to attend the **CHELT International Community College Summer Program**. In addition to affording the participants professional renewal, this week-long simulation exercise has the following goals:

- To give each participant the opportunity to discuss some of the major current issues in college education in an cross-cultural setting.
- To give each participant the opportunity to think on a scale broader than the usual departmental scale.
- To give each participant the opportunity to compare and contrast philosophies, procedures, values and settings of three distinct post-secondary institutions.
- To give each participant the opportunity to develop educational problem-solving skills, recognizing the complexity of the situation and the competing interests.
- To give each participant the opportunity to examine group process and his/her role in a group.

Fifteen Humber employees from across the College meet with 15 American and 15 British community college faculty/administrators for a one-week residential program. The host country rotates yearly. Participants take part in the development of the "Nobel Institute of Advanced Technology", a new multi-campus "college" which develops policy and post-secondary programs for the five different provinces of the country of CHELT. Through the use of case-study and simulation, participants, who are grouped to ensure representation from all three countries and from faculty and administrators, tackle issues that are current in the community college.

At the end of the week there are individual and group evaluations of the experience. These have always been extremely positive. After four to six months back on the job, participants are involved in a process of reflection and synthesis that helps them to incorporate their new learning into their college. Two and three-year follow-ups of participants indicate that much of the actual learning derived from the experience has only just begun.

FOR MORE INFORMATION, please contact:

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Humber College
205 Humber College Blvd.
Toronto, Ontario M9W 5L7
(416) 675-5040

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For many years, staff in the School of Business at **George Brown College** expressed a feeling of being excluded from the major academic and administrative decisions taken by the School of Business. To overcome this concern, a pilot group of chairs, faculty (including coordinators), the dean and one support staff was formed to advise on particular academic issues and also to establish the membership criteria for a permanent advisory committee.

From the outset, **The Dean's Advisory Committee** achieved a high degree of success. Its accomplishments have included:

- The development of a new student guide re divisional policies.
- The establishment of a new course outline format.
- The development of a course evaluation instrument for students.
- The beginning of a handbook for faculty re established academic practices.

Other initiatives are underway in a serious and progressive manner. In the Spring 1988, The Dean's Advisory Committee provided for administrative, faculty, support staff and student (as needed) membership on a rotating basis. Minutes of proceedings are circulated to all staff. Advisory members are expected to keep staff groups informed and to solicit input from them. Any staff member has the opportunity to address key academic and administrative issues brought to the Dean's Advisory Committee.

The Dean's Advisory Committee, School of Business, has broadened participation in academic and administrative decision-making. Staff have an increased appreciation of academic policy and an investment in the future of the School of Business.

In 1989, the Dean's Advisory Committee was renamed the School of Business Advisory Committee.

FOR MORE INFORMATION, please contact:

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(c) RESEARCH AND DEVELOPMENT

Like most organizations, **Sheridan College** has undergone rapid change in the last ten years. Its strategies regarding Human Resource Development have changed in response to the changing needs of the organization and its staff. Most notable of the changes has been the clarifying of relationships between college level, departmental and individual developmental responsibilities for HRD.

1. In the early and mid eighties, the organization tapped into the creativity and energy of its staff through a **Research and Development** function. The goal was to encourage and support innovative professionals in the pursuit of new and better ways of accomplishing the organization's goals.

A fund of money was allocated on an annual basis. Proposals were developed by staff and community people and were supported or rejected, based on published criteria, by a College-wide committee. All activities were established on a project basis with goals, resources and timelines. A small staff was established to assist with management of the projects, problem-solving and preparation of reports. Staff also connected the College activities to R&D activities on a regional, provincial and national basis.

The consensus was that this was an excellent method for:

- Identifying creative professionals.
- Providing development opportunities for energetic, achievement-oriented members of staff.
- Developing new curricula.
- Encouraging institutional research on the impact of educational technology on the college curriculum.
- Developing multi-departmental teams to address broad-based needs.

Many of the projects have reached maturity. In some cases, project outcomes have formed the basis for new courses and programs. In others, the people have acquired new skills and knowledge which serve them in their jobs. In some cases the organization determined directions it did or did not want to pursue. Research and Development assisted in giving the organization a positive profile in a variety of communities, and generated revenue. The projects proved to be an excellent means for technology transfer and diffusion goals to be achieved.

2. In the latter part of the eighties, and now into the new decade, the goals and direction of the College have changed. More emphasis is given to serving the diverse needs of students and community more effectively.

Human Resource Development needs have likewise shifted. Serving the needs of students and community is the central focus of all staff activity. Yet each constituency group of staff - faculty, support staff and management - works toward the goal in different ways. HRD activities have grown more specific. At the College level, each group is now served by a Development Committee which focuses on the developmental needs of that group. For example, the Professional Development Coordinators Network meets, discusses and plans activities related to faculty and curriculum development. Support Staff and Management each have their own development committees.

As well, information about needs and priorities surfaces from Operational, Program and Individual Review processes. An Instructional and Human Resource Development Advisory Committee coordinates this information, makes programming and services recommendations, and evaluates the effectiveness of the activities designed and delivered. The benefits of such an approach include:

- The coordination of information on needs and resources.
- The provision of individual development within the perspective of institutional goals.
- The development of effectiveness criteria related to Human Resource Development activities.

At the departmental level, individual managers and their staff have formed local professional development committees. These address directly the specific needs of people within that department. The PD Coordinator, in addition to acting as a liaison with the College network, works to develop programming and services within each department. Often, resources are drawn from the local level. In some cases, departments work together to address a specific need. In other cases, College and departmental resources are shared. This results in:

- A closer relationship between needs and solutions.
- More ownership and accountability at the individual and departmental level.
- Results feel more tangible to the people involved.

The two approaches have some common attributes. Both require sharing of information and decision-making by all levels of the organization. Both distribute resources in order to attain specific goals. The R&D initiatives of the early '80s encouraged the staff to provide creativity and experience to shape direction. Projects were purposefully short-lived and emphasized innovative approaches.

In current practice, direction and leadership are clearer and the emphasis is more on developing staff knowledge and skills on particular issues confronting the College and specific departments within it. As the goals, structures and tasks of the organization have changed, human resource development at Sheridan College has evolved in response.

FOR MORE INFORMATION, please contact:

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 Trafalgar Road
 Oakville, Ontario L6H 2L1
 (416) 845-9430, Ext. 306

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At **Humber College**, a system of **Instructional Development Grants** attracts faculty, librarians and counsellors to design and implement development projects pertaining to the improvement of classroom instruction. Mini-grants in the amount of \$500 are awarded to encourage the development of projects that meet the established criteria. To date, examples of instructional development grant projects include:

- A student guide to successful laboratory work.
- A study of test-taking behaviours in General Arts and Science Students.
- Course manuals in Landscape Materials and Techniques and Operating Room Instruments.
- A study of the performance of Grade 13 students with advanced standing in the chemical programs.

FOR MORE INFORMATION, please contact:

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 Humber College
 205 Humber College Blvd.
 Toronto, Ontario M9W 5L7
 (416) 675-5040

Similar programs are in place at **Algonquin, Fanshawe, and Mohawk College.**

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(d) **FUND RAISING FOR HUMAN RESOURCE DEVELOPMENT**

Lack of sufficient funding for divisional or departmental priorities is a perennial problem experienced by every college across the system. **George Brown College's** School of

Hospitality has developed several initiatives to minimize the frustration of limited funding in a variety of areas:

For Facility Development: There are limited funds available for capital facility expansion in the Ontario college system. Major ongoing fundraising activity by the George Brown School of Hospitality has resulted in industry and government providing capital funds for a new Hospitality campus, as well as computer installations, a wine laboratory and a future advanced culinary lab and test kitchen. This was accomplished through a partnership of the Ontario Hospitality Institute. The amount raised was 13 million dollars.

For Public Relations: The need exists for a high level of public relations and marketing to attract students to choose culinary careers and, specifically, to profile the high level of quality training provided by Canadian colleges. The George Brown School of Hospitality coordinates and raises funds for an annual student culinary competition entitled "Taste of Canada". Once every four years this event sponsors a **world championship** for student and apprentice cooks, pastry chefs and bakers. George Brown raises over \$300,000 for this world event.

For Student Scholarship Development: There is strong industry support for graduates of the George Brown School of Hospitality. The faculty and staff of the division actively pursue contacts in industry to provide ongoing awards and scholarships for outstanding students and students in financial need. Annually, over 100 awards, bursaries and scholarships are obtained from the Hospitality Industry, providing a total of \$30,000 in students awards.

FOR MORE INFORMATION, please contact:

Wendy Jones, Support Services Officer, Public Relations, (416) 867-2239 and
Brian Cooper, Chair, School of Hospitality, (416) 867-2231
George Brown College
P.O. Box 1015, Station B
Toronto, Ontario M5T 2T9
(416) 867-2000

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Durham College holds an annual Scholarship and Bursary Fundraising Dinner. This event was started three years ago by College staff to raise funds for students through bursaries and scholarships. It is a fun-filled evening planned and directed by staff. After dinner and entertainment, the evening is capped off with an auction of gifts that have been donated by local merchants. This successful evening (one of those "don't miss" events) draws the College together for the benefit of our students.

FOR MORE INFORMATION, please contact:

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(416) 576-0210, ext. 248

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EXEMPLARY PARTNERSHIPS IN TRAINING WITH BUSINESS, INDUSTRY AND COMMUNITY SERVICES

As Canada enters a new decade, increasing emphasis is being placed on the need to enhance the country's economic viability through job training and retraining. The gap is continually widening between the number of highly skilled jobs and the available employees who have the training and the ability to fill them. More than ever, the need exists to develop new and creative partnerships between Canada's colleges and technical institutes, and employers in business, industry, labour, government and community services.

Thom¹ describes the growing number of college/community partnerships as developing "out of a recognition that a great, yet under-utilized, resource of talent, services and facilities exists in Canada's colleges and institutes". He advocates programs which alert employers (and colleges) to the potential benefits and creative possibilities to be realized by using educational resources for employee education and retraining. Partnerships bring business and educational leaders together to meet the challenge of finding cost effective solutions to human resource development problems.

The Association of Canadian Community Colleges supports and recognizes the forging of outstanding partnerships through their annual "Spotlight Awards" program. Collaborative links between Canada's colleges and the community and private sector receive recognition on the basis of their innovative and collaborative nature, their ability to deliver specialized educational services, their potential for increasing productivity and meeting employer needs while remaining educationally effective and administratively sound, and above all, for their demonstration that a partnership is working. A partnership is defined as, "a contract between an employer, labour union, association or group and an educational institution or consortium of institutions (which) will deliver educational services such as needs assessment, curriculum development, or specially developed courses or materials that may use alternative delivery methods. Training is presented at the most appropriate site to both employer contractor and learner".²

In Ontario, many colleges are developing effective partnerships with various organizations in their communities. The emphasis on workforce productivity in business and industry has been greatly broadened to include partnerships that serve the community in such areas as multiculturalism, native education, literacy, and science and technology transfer. Exemplary models of cooperation by an institution with its community partners are evaluated on the degree to which responsibility and resources are shared by the partners.

¹ Association of Canadian Community Colleges. *Making Canada Productive*. Gordon A. Thom, ed., Friesen Printers, Manitoba, 1986.

² Ibid.

As the partnerships described below will attest, all parties to a successful collaboration benefit: the educational institute gains new and innovative curricula and service delivery methods and materials. Faculty receive professional development opportunities and form valuable networks with their colleagues in the workplace. They may even be able to secure much-needed equipment on loan or as a gift. Students profit from the opportunity to acquire training on equipment which approximates that used in industry, and to learn in "real-world" settings. Employers gain a cost effective, highly-trained pool of talent and a wide range of services and facilities to meet their training and retraining needs and help increase their productivity.

(a) SERVICE CONTRACTS

i. College/Industry/Government Training Agreements

In 1986, **Conestoga College** participated in negotiations for a training agreement between the **Province of Ontario** and **Toyota Motor Corporation (TMC)**. The training agreement is part of a much larger agreement between Toyota and the Province.

In February 1987, Conestoga College was appointed as the agent for the Ministry of Skills Development to administer the "Training and Eligibility for Training Grant". The training grant provides for reimbursement to Toyota Motor Manufacturing Canada Inc. (TMMC), TMC's new Ontario manufacturing facility, for training of Canadian workers both in Ontario and in Japan.

Conestoga College's participation in these agreements permits the release of faculty members from teaching duties as a professional development opportunity. The faculty work with TMMC during start-up and assist with the training of employees. The agreement also provides for various expenses relating to the cost of instruction and some of the costs of training materials. All subsidies require substantial commitments from Toyota, not unlike the cost-sharing arrangements of other government training programs.

The following are the highlights of the **Ontario/Toyota Training Agreements** and the **MSD/Conestoga College Agreement**:

Ontario's Commitment:

- Encourage a skills investment in the labour force of the Province.
- Enhance the employability and productive capacity of the Ontario force.
- Ontario shall pay a Training Grant to Toyota in an amount up to \$15 m. (fifteen million dollars).

Toyota's Commitment:

- Recruit and train Canadians for employment at the Toyota Ontario facility in a manner that will not damage the existing manpower complement of other employers in the Province of Ontario.
- Bring economic and social benefits to the Province of Ontario.
- Anticipate employing a workforce of approximately 940.

Conestoga's Commitment:

- Perform all obligations of the designated MSD agent.
- Review, validate and approve all training plans and training claims.
- Administer clauses 17.01 through 17.10 of Part B of the agreement. The College agrees to:

- Develop systems to provide the information and control required by Ontario and the public.
- Review training claims and ensure compliance under the agreement.
- Receive, review, validate and approve the Annual Strategic Plan submitted by TMMC.
- Maintain records of training.
- Provide liaison and coordination.
- Monitor and evaluate all training under the Agreements. Specifically the College agrees to:
 - Evaluate transfer of technical skills and knowledge.
 - Evaluate the teaching/learning process.
 - Monitor and evaluate office and production workers.
 - Interview both the employee and the trainer.
 - Evaluate the effectiveness of the trainers.
- Review, audit and assess training methods, instruments and documentation to ensure adequate financial control systems and translation services.
- Provide interpretation and translation services.
- Audit financial statements.
- Provide statistical quarterly reports.
- Maintain proper financial records and books of account.

FOR MORE INFORMATION, please contact:

Deborah Weickert, Project Manager
MSD/Toyota Training Agreements
Conestoga College
299 Doon Valley Drive
Kitchener, Ontario N2G 4M4
(519) 653-8097, ext. 40

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Conestoga has also entered into a contractual agreement with **General Motors/Suzuki** to release faculty members in the Welding Technology and Robotics areas from teaching duties to work with the automotive manufacturing industry during start-up, and assist with employee training. As part of this professional development opportunity, faculty spend one month in Japan at the Toyota Training Centre.

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Mohawk College maintains strong links with business and industry through its **Partnerships in Training and Technology** program. A partnership is formed when two or more persons/organizations share a common goal and become convinced that the goal can best be reached if they join forces rather than work separately. Most partnerships at Mohawk are a blend of partnerships in training and technology. Both equipment/goods and training are exchanged. Often all participants consider themselves change agents.

Mohawk has established Partnerships in Training and Technology with the following organizations:

- Bell Canada
- Dofasco
- Non-Destructive Examination Institute
- Hamilton and District Home Builders' Association
- Ontario Hydro

- Hewlett-Packard (Canada) Inc.
- Rexroth Worldwide Hydraulics
- Canadian Society of Laboratory Technologists
- Hamilton Construction Association

A three-way or even four-way partnership is possible. For example, Ontario Hydro, the Hamilton and District Home Builders' Association, the Mohawk College Foundation and Mohawk College have agreed to build an R2000 home in the area. The Hydro company is able to demonstrate initiative in conserving hydro in the residential market to the general public; the Home Builders' Association demonstrates to Mohawk College students (potential employees) that there is a place for them in the home building field; architectural students submit drawings that may be used in the construction of the house and view the house as it is being constructed; Mohawk College apprenticeship students demonstrate their skills in an actual construction site with their instructors; Mohawk College Foundation receives the profit when the house is sold/raffled. All participants receive positive public relations.

FOR MORE INFORMATION, please contact:

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 Mohawk College
 135 Fennell Avenue West
 P.O. Box 2034
 Hamilton, Ontario L8N 3T2
 (416) 575-2218

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ii. Multicultural Programs

Metropolitan Toronto, a population centre with 2,180,800 people, is home to the largest multilingual and multicultural population in Canada. Approximately 25,000 people who have no knowledge of English or French settle in the province of Ontario every year. As well, it is estimated that over 80 different cultural groups presently reside in Ontario. Although a multicultural work force provides a rich source of human resources, this potential is often not tapped because of linguistic, cultural and racial barriers.

George Brown College offers Multicultural Workplace Programs to all levels of staff in multicultural organizations, both within and outside of the CAAT system.

Program objectives include:

- Assisting companies in adapting practices and procedures to meet the needs of a multicultural workforce.
- Enabling employees from different cultural and linguistic backgrounds to gain the necessary skills to improve job performance.
- Increasing chances of promotability from within organizations.
- Enabling supervisors and managers to communicate more effectively with their employees.
- Assisting employees in communicating more effectively with co-workers and managers.

George Brown offers training programs and consultation to maximize the potential of the workforce and improve communications and job effectiveness at all levels in the workplace. The College offers intercultural training for managers, supervisors and front-line staff, as well as job-specific language training for employees. Recommendations

regarding organizational practices and policies are also made. A thorough organizational needs assessment is conducted before a proposal is made to the organization.

Since the program was begun in March 1986, George Brown has run over 40 multicultural programs in hospitality, education, high tech and financial institutions. As a leader in multicultural workplace programs, George Brown has offered "Train the Trainer" programs for multicultural workplace trainers across Ontario.

Multicultural Workplace Programs have resulted in improved communication and relations within multicultural workplaces. Both formative and summative evaluations are employed, and follow-up is done with the companies involved to determine the results of the training.

FOR MORE INFORMATION, please contact:

Irene Adler, Manager, Client Services
Business and Industry Training Division
George Brown College
258 Adelaide Street E.
Toronto, Ontario M5A 1N1
(416) 867-2274

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iii. Inter-Agency Education Organization

A number of college staff have very specific training needs. It is not cost-effective to host specialized workshops for these small groups or individuals. To address this need, the Staff Training Department at **Confederation College** has initiated a committee composed of a wide range of social service agencies from across Northwestern Ontario. These agencies traditionally have limited funds for professional development. Programs offered through other sources tend to be far too costly to allow participation by these agencies.

In many cases the College depends on these organizations for placement, graduate employment and advisory roles. The Staff Training Department is able to assist with their training needs while still addressing the specific needs of the College staff. Member agencies pay a nominal registration fee in order to offset the costs incurred by the College. This arrangement benefits both parties by providing high quality training at reasonable fees.

FOR MORE INFORMATION, please contact:

Carol Rusak, Supervisor, Staff Training
Confederation College
P.O. Box 398
Thunder Bay, Ontario P7C 4W1
(807) 475-6382

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The **Niagara Regional Training Plan** serves individuals working with persons with developmental handicaps. The objective is to bring current training to this group in seminar format. Many individuals with developmental handicaps are returning to the community from institutions. The staff involved in caring for these high need clients require specific training in a wide range of subject areas. **Niagara College** works with the Niagara Region Association for Community Living to bring this training to the region.

A representative from Niagara College sits on a committee comprised of representation from all the agencies in the region working with persons with developmental handicaps. The committee polls front line workers and unit managers to determine current training needs. The training events are arranged and published in a Yearly Training Plan booklet which is distributed by the College. Evaluation occurs during training activities and on-the-job.

FOR MORE INFORMATION, please contact:

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Woodlawn Road
Welland Ontario L3B 5S2
(416) 735-2211

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(b) EXTERNSHIPS

i. Business Visitation Programs

In the Spring of 1988, two faculty members in the Computer Studies Division at **Seneca College** took part in a visitation program with Warner-Lambert Inc. Both felt that by the time their visit was concluded they had received a thorough grounding in their particular areas of interest: Office Automation and the operation of the MIS Department.

As a result of their visit, a guide was produced which can be used by colleges and businesses wishing to refresh faculty awareness of current business practice.

Goal: To maintain currency of faculty members within the Computer Studies Division.

Specific Objectives:

- To enhance the practical knowledge and ability of faculty to refer to working examples in the classroom.
- To increase "networking" between the College and Business.

Business Visitation Program: Arrangements are made by the Division with companies in the business community for faculty members to obtain a practical insight into specific aspects of MIS operations, computerized applications and other relevant opportunities consistent with the curriculum of the Computer Studies Division and the interests of the faculty member.

More Specifically:

1. The length of the program will vary from 2 to 5 days.
2. Faculty are usually paired to maximize the benefit of the time invested by company personnel.
3. The specific areas of interest of the faculty members involved are defined to assist the College and the company in developing an orientation program.
4. Suggested activities could include a combination of orientation discussions at people's workstations, attendance at working meetings, participation in a training class, making use of training facilities, or accompanying someone for part of their work day.

5. Faculty are expected to maximize the learning opportunity by being prepared with questions which will further their understanding.

Steps: An activities check-list is provided to help the company organize a specific Business Visitation Program. The checklist assumes that the College and the company have already established:

1. The company's willingness to participate.
2. The company provides an opportunity which matches up with the interests of particular faculty members.
3. A coordinator has been selected from within the company to be responsible for organizing, communicating and coordinating the specific Business Visitation Program.
4. The coordinator is familiar with the goals, specific objectives and general approach used in the program.

FOR MORE INFORMATION, please contact:

Bill Howorth, Dean, Computer Studies Division
Seneca College
1750 Finch Avenue East
North York, Ontario M2J 2X5
(416) 491-5050, ext. 2034

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The **George Brown College** School of Hospitality provides three week blocks of time within the academic year for faculty to carry out specific externships in industry to upgrade their practical skills and expand their areas of specialization. This includes providing industry-based seminars with a variety of Jamaican community colleges and the Jamaican Tourist Board.

Centennial College encourages all College personnel to return to the business world or pursue independent projects related to courses taught or work performed. This practice serves the dual purpose of enhancing content currency and providing opportunities for professional renewal. Personnel remain on full salary during the one-month renewal period, which may be shortened or lengthened to a maximum of two months.

Niagara College's Ontario Skills Development Office has been contracted to help the automotive parts association and the Ministry of Skills Development identify and establish traineeship positions, as appropriate, in Ontario's automotive parts manufacturing organizations.

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St Clair College in Windsor participates in a number of contacts between faculty and business, industry or community services, to the mutual advantage of both the college faculty participating and their partners in the community. In all cases, College faculty benefit greatly from the opportunity to maintain content and skills currency.

- **Accounting** faculty organize and supervise students in the **preparation of income tax returns** for low income individuals and senior citizens in area community centres. This provides accounting faculty with an ongoing opportunity to serve the needs of the

community, while ensuring a constant update of their skills in tax preparation. Contact: Neil Chartrand, South Campus, (519) 966-1656.

- During the clinical/practical placement courses in the **Developmental Service Worker Program**, faculty members supervise students in placement assignments in over 30 area agencies. This hands-on experience provides faculty members with the opportunity to maintain relevant skills and introduces them to emerging fields of practice. Contact: Barry Van Biesbrouck, Chair, Social Services, Thames Campus, (519) 354-9100, ext. 240.
- Faculty members have acquired considerable skill in areas such as **Computerized Numerical Control (CNC) Training, Statistical Process Control, Design of Experiments and Geometric Tolerancing and Dimensioning**, and are designing and presenting training seminars to industry, in-house and on-site. Both the presenters and the College's partners in industry benefit from the experience. Contact: Kurt Moser, Chair, Mechanical and Machine Programs, South Campus, (519) 966-1656, ext. 402.
- Participation on provincial Curriculum Committees in such apprenticeship disciplines as **Motor Vehicle Mechanics, Electrical, Plumbing, Carpentry and Hairdressing**, enables staff to participate in the establishment of training requirements for industry. Contact: Jerry Ducharme, Chair, Automotive and Service Trades, South Campus, (519) 966-1656, ext. 403.
- Membership on the **Steering Committee for Auto Parts and Windsor Association of Mouldmakers** also enables staff to participate in the establishment of training requirements for industry. Contact: Kurt Moser, Chair, Mechanical and Machine Programs, South Campus, (519) 966-1656, ext. 402.
- On a regular basis, **General Motors, Ford and Chrysler** offer seminars not only to their own personnel but also to the **St. Clair College Automotive and Services Trade** faculty. Trades updating is also offered in conjunction with the Ministry of Skills Development to certified journeymen who wish to update their skills. St. Clair faculty members in **MVM and Electrical** can participate. Contact: Jerry Ducharme, Chair, Automotive and Service Trades, South Campus, (519) 966-1656, ext. 403.

FOR MORE INFORMATION, please note specific contacts above:

St. Clair College
2000 Talbot Road
Windsor, Ontario N9A 6S4
(519) 966-1656

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EXEMPLARY PRACTICES IN COMPUTER APPLICATIONS

It is no exaggeration to say that computer technology is revolutionizing, and will continue to revolutionize, teaching and learning at every level in the education system. Innovative new hardware, software and educational delivery systems are proliferating so rapidly that it is an ongoing challenge for the minds and budgets of educators to keep pace. It is a common lament that by the time the latest state-of-the-art technology is installed, and the users are oriented to its capabilities, it is already obsolete.

Many students who enter the community colleges are already computer literate. If they are not, they will be required to become so in order to function adequately at work. These facts present profound challenges to college educators. Some of us have responded by embracing the new technology and incorporating it as rapidly as our learning curve allows into our repertoire of instructional methods. Others find it quite threatening and have resisted the increasing pressure to get "on-line", expressing grave misgivings about the depersonalizing effect this might have on the traditional teacher/student relationship.

College personnel share the challenges facing most workers in business, industry and service organizations throughout Canada today. Our workplace is changing. We need skills upgrading and retraining to make the most of the opportunities that are now available. Our learning will require a commitment of time and energy on our part, and of resources and support on the part of our employers. The final responsibility rests with the college administration and with the curriculum designers to create the conditions that will help administrators, faculty and staff to learn the skills they need to take advantage of all that the new educational technologies have to offer.

This final chapter on innovative computer applications acts as a fitting summary of all the other areas we have explored. Each of the practices that follows involves staff development for student development. Not surprisingly, emphasis is placed on creating communication networks within and between colleges to support instructors in the process of finding out ways that computers can help them do their jobs easier and better. Some practices are directed specifically to the needs of students who have traditionally been under-served by the colleges. Some highlight partnerships between colleges and community organizations to facilitate the retraining of employees. In short, they mirror all of the domains in which college personnel are currently striving to develop their own work-related skills.

The practices described below can highlight only some of the work going on with computers across all the Ontario CAATs. When it comes to learning to use the new technology, every college and every computer user is a pioneer in the arena of his or her own professional development. It is to be hoped that this final chapter will open some new "information windows" for all of us who feel like expanding our horizons.

(a) COMPUTER TECHNOLOGY AS A TOOL FOR STAFF DEVELOPMENT

i. Supporting the Implementation of Computer Technology

The use of computer technology at **Canadore College** has grown significantly over the past twelve years in the academic, administrative and program areas of the organization. Although these are three distinct functions within the College, Canadore's basically small size and compact organizational structure have facilitated this implementation and growth.

The successes in the implementation of computer technology throughout Canadore College can be traced to:

- A commitment to ensure a solid and flexible hardware base and appropriate staff work areas.
- A commitment to software maintenance and upgrading which applies to both computer-based courseware and application software.
- Use of off-the-shelf industry standard hardware and software which provides maximum flexibility with low operating costs.
- A concern for facility utilization and innovation.
- A recognition that courseware development and implementation require specific release time for subject specialists and development team members.
- A commitment to new technologies and excellence in the academic programs by faculty.
- A need for up-to-date curricula.
- A recognition of the need to provide adequate and appropriate human resource development for College personnel.

The academic area of the College makes use of the following courseware and application software:

- Computer-Managed Learning (CML) running on the College VAX, available at two main campuses.
- Two PLATO local area networks and associated CML.
- Interactive videodisk stations at three campuses.
- Eight classroom networks to support the delivery of application software training for everything from word processing to CAD.

In the process of pursuing these activities, the College has budgeted release time for faculty and staff as part of the project design. As a result, faculty and staff have benefitted by having more time for research and development activities, which in turn leads to positive changes in the classroom. The projects themselves provide faculty and staff with an alternative to the familiar demands of their regular responsibilities.

FOR MORE INFORMATION, please contact:

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(705) 474-7600

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Confederation College has instituted an interest-free loan to assist with the purchase of personal computers. Needs studies have indicated a strong desire at all levels of staff to have access to their own microcomputers. The Computer Purchase Plan allows for a \$3000

interest-free loan to be paid back over a two-year period. The loan plan is augmented by assistance for staff in choosing the computer that best suits their needs. A computer fair was held and additional assistance is also available through resource handouts and a "How to Select Your Computer" videotape. A user's group has also been set up to explore public domain software purchase and alternative training options.

FOR MORE INFORMATION, please contact:

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(807) 475-6379

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ii. CD-ROM as a Research Aid for Faculty

At **Algonquin College**, faculty are excited about the way that computers have facilitated access to educational resources of all kinds. They remember a time, not so long ago, when it took three hours in the library to locate two articles on Saskatchewan potash, which then has to be jotted down with a two-inch pencil stub on a scrap of paper (which subsequently got lost). Nowadays, at Algonquin, one can find 226 such references in a matter of minutes, and the computer will print the references. The new technology which makes this possible is called **CD-ROM: compact disk read-only memory**.

CD-ROM (or optical) publishing is a rapidly growing industry. More than 200 products are now available on the 4 1/2 inch laser disks - telephone directories (all of Canada fits onto a single disk), computer magazines, technical manuals, dictionaries, encyclopedias and indexes, to name only a few.

The Resource Centre at Algonquin has a computer dedicated to CD-ROM use. Three CD-ROM disks are especially popular: the Canadian Business and Current Affairs database, the ERIC (Educational Resource Information Centre) database and the PC-SIG Library of shareware computer programs.

The **Canadian Business and Current Affairs** database disk lets users quickly see indexes to more than 200,000 articles per year appearing in 200 Canadian Business periodicals, 300 popular magazines, and 10 newspapers, as well as corporation files deposited with the Ontario Securities Commission. References date back to 1982 and provide coverage on a wide range of subjects from political corruption (lots on this one!) to shitaki mushrooms - in short, everything you always wanted to find in a library but didn't know where to look.

The recently published **ERIC** database is a well-established reference for accessing educational literature. Teachers can use it to find "what's the latest" in a teaching topic of interest to them.

Users of the **PC-SIG** CD-ROM may copy any of thousands of programs freely from the disk to their own diskettes. The PC-SIG Library on CD-ROM was purchased by Algonquin's Educational Services department and can be used in the Resource Centre. PC-SIG stands for the **Personal Computer Special Interest Group**, a users' group which has built a reputation over the past six years for collecting and distributing the largest and best collection of freeware and shareware available.

Some programs available are Lotus Learning System, Lotus Worksheets, Teacher's Database, PC-Touchtype, Games and "Are You Ready for Calculus?" There are word processing, business and financial applications, utilities and communication packages. These programs can be copied from the PC-SIG disk in a fraction of the time it would take someone to get them through a modem.

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When there is something new in computing at **Algonquin College**, word gets around quickly. The departments of Journalism and Educational Services and Professional Development pool their talents to produce a newsletter for the College community called **Algonquin Computes**. Its purpose is to keep people up-to-date on issues related to the College's many uses of computers. It has been a great success.

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iii. Computer Assisted Learning - Looking Inward and Looking Outward

George Brown College's Academic CAL (Computer Assisted Learning) Centre performs the dual role of working internally with teachers and administrators within the Academic Division to implement the highest quality computer assisted learning, and externally, with community-based literacy groups which are beginning to use computers with their tutors and students.

Internally, operations include consulting with each department in the Division on software and hardware needs and on the setting up of computer labs. Teacher training activities have been organized to suit the needs of the departments and the preferences of individual teachers; these may take the form of demonstration workshops, one-to-one teacher training, classroom demonstrations or classroom backup. The Centre meets with departments on a regular basis to discuss computer assisted learning issues.

Externally, a major project is presently underway to establish a communication network that links community agencies delivering Literacy Information/Training across Ontario. This network allow administrators, teachers/tutors and students to exchange electronic mail, confer on educational concerns, or "talk" with each other to share experiences and solutions to common problems.

The project is jointly funded by the office of the Secretary of State of the federal government and the Literacy Branch of the Ministry of Skills Development. Numerous agencies have already been assisted to become computer-literate. The linkages which have been created between government ministries and community-based programs allow for the ongoing sharing of internal and external resources for common goals and mutual benefit.

FOR MORE INFORMATION, please contact:
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iv. What the Computer Based Learning (CBL) Network Can Do for You!

Chris Rutenhauser teaches Baking at **Algonquin College**. During a PD session called "What's New in the Staff Micro Lab?", he used a modem to connect his micro to a computer at York University and found the following information (see Figure 3).

All this turned out to mean that Gus Hutter at **Canadore College** has created some computerized lesson modules for his baking program. His students use an Apple computer to learn or review the subject. When Gus was contacted, he kindly agreed to send an example of his course to Chris. Chris was new to microcomputers and he was able to begin investigating their use with an application directly related to teaching in his field of expertise.

TOPIC	BAKING TECHNIQUES
COLLEGE	Canadore, Pastry, Monk Campus
DIVISION	Adult Training
LEVEL	Post Secondary, College
CONTACT	Gus Hutter
POSITION	Teaching Master
PHONE	(705) 472-3540
SOFTWARE	Apple Superpilot; Bank Street Writer; PFS:File; <u>CAI for Bakers and Cooks</u> Producer: Apple / Broderbund / U. of Cal / Gus Hutter Description: Author backup / Work Processor / Database / Learning Modules with tests
CONFIG	Hardware Type: Apple (Heath) Number of Station: 1 Ownership: Shared Facility Access Time for Students: 100% Comments: Little bugs in the electrical supply wires. No colour, not enough boards. Slow.
COMMENT	Superpilot (based on UCSD Pascal Editor 11.1) is an excellent programming tool for educators. It is used to enhance the learning experience with the graphics, unit and lesson editor. With an Apple II+ or Apple IIe and a mouse, it would be twice as fast to program. Bank Street Writer is used to print all letters, etc. PFS: File is useful but requires time.

Figure 3

What made it possible is an initiative by the Computer-Based Learning Project which solicits information from all colleges about how they are using computers in the classroom. This information was entered into a database at York University in the form shown in the example above. All CAATS may access this information for free. There is a learning curve to climb before teachers become expert at finding the information they want, but the investment is well worth it. Searching through the York database is a fascinating journey through the CAATS computer world. See the CBL coordinator at your college and get on line.

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At **St. Clair College**, a number of faculty have received training from their peers in various computer applications. One faculty member who is competent in **Computerized Numerical Control (CNC)** instruction developed and presented a series of workshops for full and part-time technical staff. This program resulted in an opportunity for faculty to update their skills and allowed for greater flexibility in staff assignments. Contact: David Wood, (519) 354-9100.

Two other faculty members have developed and delivered workshops in microcomputer applications (**Lotus, WordPerfect and Multimate**) for their peers. In addition to being a very cost-effective form of professional development, both the workshop presenters and their colleagues benefit. Contact: Toli Sapoleff, (519) 966-1656.

FOR MORE INFORMATION, please note specific contacts above:

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2000 Talbot Road
Windsor, Ontario N9A 6S4

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At **Sheridan College**, two research and development projects are promoting easier access to computers. One research program has developed **guidelines for learner-computer interaction**. The guidelines cover the learner-computer interface, using pointing devices such as a "mouse" or "trackball", as well as rules for designing dialogues, questions and feedback in computer-based learning.

The other project has resulted in the development of over 80 sets of **computer-based learning materials** under contract to the Ministry of Education. The materials range from introductory computer literacy topics, to advanced computer science concepts, to the current project which is a realistic simulation of four warehousing jobs.

FOR MORE INFORMATION, please contact:

Bob Jones, Coordinator, Courseware Design and Production
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Oakville, Ontario L6H 2L1
(416) 845-9430, ext. 474

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(b) PROGRAM-SPECIFIC APPLICATIONS

i. The Benefits of Using the VAX in a Technical Writing Program

At **Seneca College**, an instructor in the English and Communications Division is using a VAX system in Technical Writing classes for graduating-year technology students. Seneca's VAX 8530 provides E-mail and powerful word processing software - WordPerfect 5. The VAX serves both as an adjunct to the classroom and as a working environment that students and teacher are exploring as the course develops.

As some critics of the teaching of writing have noted, writing needs to be instrumental; students must use writing to develop effectively as writers. With computer technology, both teacher and students are writing more than they would in a "regular" class. In addition to their usual writing assignments, students are writing questions about the system they are using: How does it work? Why doesn't it work? They are using the system the way any user does - for information development and management. E-mail and electronic text actually add registers of language use to the writer's repertoire.

All students bring some experience in word processing to the class. A few have micros at home; some of them have modems and can connect to the VAX to work on their own schedule. This asynchronicity allows students to develop and submit work at times more suitable to their personal schedules, an important gain for students in commuter colleges. The teacher can also gather up assignments from home.

When the writing environment is extended by the word processor, as it is in the VAX environment, the roles of teacher and student blur. The amount of information needed for comfortable handling of a computer communications system is vast, and it would be impossible for one person to be the repository of all such knowledge. In this environment, all become capable, surprisingly quickly, of sharing information about the tools and their effective use. The Computer Services and Computer Support Centres at the College give prompt assistance to faculty learning to use these modern tools.

The most difficult problem is file management, keeping straight who said what to whom. In the system which is presently evolving, students submit assignments (usually about a screen in length) in WordPerfect format. The instructor creates an assignment sub-directory, receives the file, opens it, reads the message, writes a response at the end of the file, blocks this, saves it in a new file, saves the augmented file, leaves the word processor, sends the response message to the student, deletes this file in his directory, and goes on to the next student's assignment. This process sounds complicated and would be simplified by an advanced computer conferencing system, but it is still easier than the old paper techniques - and a lot faster. And everyone has records.

The instructor finds that a number of problems associated with writing classes are answered by making the VAX 8530 the centre of this third-year technical writing course. And in the process, both the instructor and the students are having a lot of fun!

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ii. Technology Learning Centre - A Student-Centered Approach to Training

The Technology Learning Centre represents George Brown College's desire to be at the forefront in using state-of-the-art computer software to deliver technology courses which are modularly designed, self-paced and were developed in conjunction with industry around principles of mastery learning. After more than a year of negotiation with Control Data Corporation, George Brown has signed a contract which makes it the first post-secondary educational institution across Canada to mount an integrated, multimedia, computer-based delivery vehicle for 12 courses encompassing 750 instructional hours. The lab is being installed in January, 1990.

The computer-based content covers course areas which include electronics, mechanisms, hydraulics, pneumatics, microprocessors, variable frequency drives, robotics, statistical methods for improving performance, mathematics, science and computer programming. The lab, which is located at the Casa Loma campus, has a file server networked to 16 workstations. The lab is also equipped with other AV stations in order that the multimedia nature of some of the courseware can be used by the students without inconvenience. The system is supported by a comprehensive Computer Managed Learning system which keeps track of the students and their progress. Benefits to the faculty at George Brown of this new Centre are self-evident.

Educational Rationale - Prototyping of a New Delivery System: i.e. Computer-Based Instruction

As the acceleration in information technology is predicted to effect up to seven major career changes for the average worker in the next century, it behooves colleges to prototype new educational delivery systems which are both responsive and cost-effective. Southern Ontario is dependent on small business, and it is this segment of industry which will continue to experience the greatest difficulty in upgrading its workforce. A computer-based system which provides flexibility, continuous intake and independent learning is ideally suited to this environment.

Accommodation to Students with Varying Backgrounds

The approach to retraining in high technology skills areas is to allow one student to work repeatedly with a difficult section of statistical process control while another student pursues instruction in basic prerequisite skills such as algebra. The computer-based instruction allows each student to work through the material at a pace suited to individual needs.

Remediation

The system has tremendous potential to benefit those students who have not been successful in a traditional educational environment. Technical students tend to be concrete learners, a learning style that is well suited to computer-based instruction.

Maximization of Scarce Resources

Because the TLC can accommodate both full-time and part-time students on a continuous intake basis, places can be filled immediately as they become available. Thus, the College can meet program requests by the Client Service sector as well as responding to the needs of our International Outreach clients.

Remote Access

Recent advances in technology allow remote linkage to the system, making it possible to access the system in future from workplaces or even from students' homes.

FOR MORE INFORMATION, please contact:

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iii. Computer Applications in Nursing

Computers are steadily moving into health care agencies for administration, research, education and practice functions. Nurses need an understanding of computer concepts and experience in using the computer to function effectively in agencies where computers play a major role in patient care.

In order to prepare graduates for this technological environment, **Humber College's** Nursing Program is offering students an opportunity to learn *with* computers to facilitate their learning *about* computers. This unique course is the first required nursing computer course developed *by nurses for nurses*.

The process of designing a course that addresses the impact of technology in the workplace without a prototype has been a challenge for the course developers. They modified a systematic instructional design model to make this course relevant to health care technology. The nursing graduates from this course were prepared to take leadership roles in the selection and implementation of decision support systems in health care.

Two faculty members approached a team of nursing computer experts to act as resources for this unique course. These resource experts networked by mail, telephone and in person to discuss course materials and methodology as these were developed. Content and experiences were designed to be current and relevant to the environment where the graduates would be employed.

The students were able to visit agencies where Hospital Information Systems were implemented and experience how nurses use the computer for practice, education, management and research. Eleven hospitals were involved in offering observational and/or

hands-on experience in computer applications. Relevant hands-on exercises included using electronic communications for completion of assignments, evaluation, and communication with colleagues and teachers. Students had the opportunity to practice computerized charting and recording in the College laboratory and shared the excitement of this new technology with staff in hospitals where computer applications are still in the planning phase. The students were among the first to do a microcomputer library search customized to run on a network system.

The course built on the students' experience in using computers for learning, with the integration of computer-assisted instruction into the nursing curriculum in 1986. This pioneer project now offers students access to a library of approximately 90 computer programs on the Janet B network system, for independent learning during the day, evening or weekend. Students can enhance their decision-making skills in clinical practice by using their knowledge of computers-for-learning to learn about computers.

To support this process, a mentorship program has been developed to prepare nursing faculty to teach this course in the future (see description in Chapter 2f).

Since its inception, this process of integrating computer-assisted instruction and course development has been shared with colleagues at other colleges. Site visits have been hosted for faculty and administrators from 14 colleges who expressed an interest in learning how Humber prepares students to work in agencies where technology is impacting the delivery of health care.

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(c) PARTNERSHIPS WITH INDUSTRY

i. VISTA (Venture in Skills and Technology Advancement)

Project Summary

The mandate of VISTA is to assist the design and manufacturing industries to meet the challenge of the '90s by offering retraining for their workers and managers. The program focuses on customizing curriculum to the needs of each specific workplace and upgrading technology and curriculum to stay current with industry needs. Courses can be taught at the College using the latest technology including Silicon Graphics workstations, multi-axis machine tools, a Macintosh II lab, several 286 and 386 microcomputer labs, plotters, scanners and laser printers. The Technology Division works closely with leading-edge hardware and software developers and is an authorized training centre for a host of software packages. The VISTA Centre provides a full service package to industry which includes needs assessment, aptitude testing, selection, curriculum development, training, evaluation and recommendation for promotion.

Clients Served

VISTA has served hundred clients ranging from food processing companies to architectural firms over its past two years of existence. Its plans for expansion include offering industry access to its recently established Technology Learning Centre. Employers who send their employees to the TLC for assessment will be charged a fee for service. Part of the assessment fee will be reimbursable against subsequent course costs. Employees can then access training using the computer-based learning curricula available in their area.

Faculty Development

The computer-based learning facility also provides an excellent resource for faculty across various programs areas who want to refresh their skills or venture into a new high technology area. Because the lab will be open 7 days per week (a practice which was established a number of years ago for the Computer Aided Engineering Labs) faculty find it easier to access these resources at their own convenience.

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 Toronto, Ontario M5T 2T9

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ii. An Innovative Partnership in Pre-Apprenticeship Training for Women

Project Summary

This pilot project is a cooperative venture between **George Brown College** and the **Carpenters Local Apprenticeship Committee** of Toronto. Both parties are fully aware of the difficulties and barriers facing women entering an apprenticed trades area. They have come together to mount a project which addresses the academic needs which are a prerequisite to successful skills training. George Brown College delivers the remedial academic component using BASE (Basic Academic Skills for Employment) which is a computer-based approach to basic skills from grades 3 through 10, including language arts, reading, writing and mathematics. The Carpenters Union handles the carpentry training. The two are to be integrated so that the students do not lose their focus on the skilled trade while they are refreshing and upgrading the basics.

Details of BASE

This product has been developed by Educational Technologies Incorporated of New Jersey. The unique aspect of BASE is that it is competency-based, linking competencies to the requirements of 12,000 jobs. The product was developed for adult learners, and uses examples based on concrete experiences from the real world. Lessons have been developed to accommodate low reading levels; 76% of the lessons are written to be understood by someone who functions at a Grade 3 reading level. The package begins with a student diagnostic process in which a customized test is used to measure job specific basic skills knowledge. The software then produces a detailed list of the competencies required for proficiency in every basic skill demanded by a specific job. Computer assisted instruction is provided for all lessons listed in each student's prescription. The management system produces reports on request for each aspect of student achievement and progress.

Comparison of post-test and pre-test results indicates gains in job-specific basic skills knowledge.

Plans for Expansion

Upon evaluation of the pilot project, George Brown College will address the feasibility of "Canadianizing" this product. They intend to run further pilots with specific target groups such as mothers homebound with young children. These students might receive a computer and modem on loan to use in their home for the duration of the project.

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(d) INNOVATIONS IN INSTRUCTIONAL DELIVERY

i. Distance Delivery Using a Group Teleconferencing System

Project Summary

George Brown College, in cooperation with **IIS Technologies** (a Bell Canada subsidiary), is currently mounting the first educational pilot project in Canada to test the educational viability of delivering courses by multipoint visual teleconferencing. The College is using a computer-based system, GTCS, which was developed by Bell Canada. The system has been used quite extensively for distance delivery by the University of Wisconsin, an institution with an excellent record in distance education. GTCS allows people at two or more locations to share visual materials such as documents, "vugraphs", photographs, slides and computer screens. It supports the quality display of these visuals using a high resolution monitor, and allows real time interaction between students at the remote site and the instructor.

Project Purpose

The purpose of the pilot is to select an emerging technology called Finite Element Mesh Analysis to convert curricula which have until now been delivered only in a traditional educational format. In their new format, they will be able to be delivered over distances to a company in the aerospace field. The power of this technology is that it allows the College to maximize the scarce resources of the very few experts in Canada with specialized knowledge of this system, by delivering to a number of remote sites simultaneously. Applications in the high technology fields, as well as the medical field, seem particularly well suited to the graphic potential of this technology. The success of the pilot will be evaluated in comparison with a traditional delivery format, both in terms of educational effectiveness and cost effectiveness.

Subsequent Plans for Expansion

A summary report will be available by September 1, 1990. Assuming the success of the pilot, recommendations will be made for instructional design support for faculty in targeted

curricular areas to convert their curriculum to a distance delivery format. Nursing courses, health records technician and technologist courses, dental and ortho-prosthetics seem logical areas for implementation, in addition to the computer science and engineering fields.

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ii. Computer-Assisted Interactive Video Instruction

Humber College is one of six colleges selected by the Computer-Based Learning (CBL) Project as a test site for evaluating the latest innovation in instructional technology, and one of three (with **Algonquin College** and **Fanshawe College**) to be involved in evaluating **Health Sciences interactive video laserdisk programs**. As part of a joint project with CBL and IBM Canada, and with the assistance of a \$10,000 grant from the Ontario Ministry of Health, the Health Sciences Division at Humber has been working to plan and organize the purchase, implementation and evaluation of the IBM interactive videodisc system "**Infowindows**".

What is Interactive Videodisk Instruction?³

"In technical terms, interactive videodisk technology is a new form of instruction that uses an optical disk recorded with analog signals. The laser-read videodisk is added to the extraordinary capability of the computer which permits instant and direct access to large textual, visual and audio data bases.

Pre-designed still and motion images, audio segments and text or graphic screens are retrieved from this data in a pattern that each learner determines by frequent and continued intervention according to his or her individual needs. The system responds instantly to the learner's own input. Scope, rate, sequence, style, sophistication level and medium are determined to a large extent by a "dialogue" between the learner and the system.

A truly interactive instructional system is modular, individualized and responsive:

- Materials are encoded on a disk in a modular rather than a linear form.
- Each learner creates a unique lesson sequence based on his or her own interest and learning style by selecting from hundreds of pre-planned options.
- As a learner engages the system in an interactive dialogue, the system responds with appropriate feedback, instructional sequences or additional options that are suited to each learner's interest, ability, preferred style, pace and language.

In the immediate future, knowledge bases (sometimes called expert systems) will be used to infuse an interactive lesson with a form of intelligence. This system will reside 'on top' of the program of computer logic which governs the branching activity of the lesson.

³ DeBloois, Michael L. "Use and Effectiveness of Videodisk Training: A Status Report". Published by Future Systems Inc., publishers of *The Videodisk Monitor* (February, 1988).

The computer will examine each learner's input and query the knowledge base for rules or specifications relating to the lesson and the learner's responses. Then the computer will use those rules to present the learner with an appropriate next set of instructional cues. Adding an expert system shell to the structure of interactive instruction will move the technology even further in the direction of becoming truly responsive, interactive and 'smart'."

The "Infowindows" Project

In the Spring of 1989, Humber College received three Infowindows stations in time for demonstration of this technology to faculty in the Health Sciences Division. At the same time a number of laserdisk were received for preview purposes, both generic disks and Infowindows-based disks.

Over a dozen programs were previewed by Nursing and Bioscience faculty during June and July. Some of the programs previewed seemed to be targeted to university-level medical students and were found to be inappropriate for college level nursing education.

The following programs were found to be appropriate and were purchased through the CBL Project Office:

- Understanding Aging
- Emergency: Patient Management Simulation
- The Incredible Human Machine
- Auscultation of Normal Breath Sounds
- Chest Tube Therapy
- Care Basics for Nursing Assistants
- Apendicular Axial (The Skeleton Disk)
- Nursing Care of the Elderly Patient with Chronic Pulmonary Disease
- Anatomy and Physiology of the Heart

With its \$10,000 grant, Humber College has purchased and installed all of these laserdisk. Humber faculty have developed expertise in software evaluation, and have developed their own software evaluation forms. As a result, they are able to establish criteria for laserdisk selection and have solved many implementation problems with the development of a nursing software library.

Faculty have carefully selected laserdisk which could be integrated into many of the Health Sciences program areas. The technology will be evaluated by selected students and faculty in the following courses and programs: Bioscience, Health Care Aide, Nursing Assistant, Funeral Services, Ambulance and Emergency Care, as well as the Nursing Diploma Program.

The Infowindows stations (2) are located in the Library Resource Centre, as faculty believe that the technology is just another medium for student learning, along with faculty, peers, books, films, and video.

Program Evaluation

Dr. Lawrence Spero, Director of the University of Toronto's Faculty of Medicine "Computers in Education" Program, was involved in developing Interactive Videodisk Technology for the Health Sciences. He describes IVD as being "like a nurse's flight simulator that creates a bridge between classroom lectures and clinical experience".

In comparing IVD with conventional teaching methods he quotes the ironic observation,"a lecture is the transfer of information from the notes of the lecturer to the notes of the student

without involvement of the brains of either participant". At the other end of the spectrum he notes that learning by observation is frequently ineffective, and that practice with real patients can be stressful and is often a disservice to the patient. He asserts that an IVD program is like a rehearsal for the "real thing" and can provide an introduction to what students can expect as part of their clinical experience; it is as close to real life as possible.

To substantiate this claim, the CBL/IBM Joint Project at Humber is presently evaluating the **educational effectiveness** of the project. They need to know:

- Are students learning more?
 - Do students have more chance for individual practice?
 - Do students have a chance to do more tests?
 - Do students have increased access to information?
 - Do students move ahead faster?
- Are students learning better?
 - Do students achieve better grades?
 - Do students demonstrate mastery faster?
- Are students learning things they cannot be taught or things which are extremely difficult to teach in any other way?
- Has student motivation improved?
- Has student retention improved?

To measure **cost effectiveness**, they need to know:

- Has student retention improved?
- Are students mastering learning objectives that would be more costly to deliver any other way?
- Are teachers being freed to work with other students while some students use the technology independently?

At Humber College, the search for developers and vendors specializing in college-level materials is considered a priority. Nursing staff who attended an interactive videodisk conference in the summer of 1989 returned with a list of titles and vendors more appropriate to the college audience. Preview of these disks is presently underway.

Nursing faculty feel that it is important to document:

- Whether the technology is being used for teaching, remediation or enhancement.
- What prerequisite materials need to be developed by teachers.
 - e.g. handouts to support the technology, assignments, paper tests, etc.
- How many hours the project coordinators can expect to expend in faculty training.

Ongoing Implementation

The advantages of having more than one college involved in investigating a particular subject area become apparent when looking at generic videodisks. The CBL Project is assisting the three colleges involved in Health Sciences courseware review to design lesson templates using "Podium" software and generic videodisks in the bio-sciences. By effectively coordinating this work, it should be possible to maximize the number of teacher-created lessons using the still and moving frames selected from the generic disks.

During the Winter of 1990, the colleges will exchange detailed courseware evaluation forms, along with recommendations for implementation. It is planned that other regional colleges will be invited to the Infowindows site for an update on the success of the implementation. Basic skills materials and podium templates can be exchanged in a few community centres.

In the Spring of 1990, final reports will be submitted regarding the educational and cost effectiveness of the Infowindows systems and laserdisk courseware. Recommendations will be made concerning future purchase of Infowindows systems for particular course delivery. Decisions will be made concerning the purchase or return of the eighteen Infowindows systems presently distributed among the six colleges participating in the Project. If desirable, the Project will attempt to negotiate group purchases for Infowindows systems and laserdisks.

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EPILOGUE

Catching colleagues doing things right....

As the formal aspects of Vision 2000, the current review of the mandate of the Ontario college system, draw to a close, it is apparent that one of the most fulfilling characteristics of the process has been the opportunity to reflect on the positive and the excellent.

Vision 2000 has, indeed, afforded an opportunity to focus on case studies of exceptional quality, those innovative activities to which we often respond: "Wouldn't it be nice if more of this would happen?". In fact, developing policy and practices by **catching the colleges doing things right** is a most legitimate approach to the task of renewal.

Colleges have enjoyed a well deserved reputation for being innovative. The future will demand even more creativity as we deliver the reality of the lifelong learning vision in new and exciting ways. In order to do so, each college will have to nurture an exemplary, innovative learning culture in which everyone lives to learn.

As we collectively strive to do all we can to assist our students to be flexible and confident lifelong learners, our best investment will be towards supporting our own professional pursuits to become the best we can be. In this regard, this publication itself is an exemplary practice, as it catches our colleagues doing things right....

Charles E. Pascal
Chair
Ontario Council of Regents

LIST OF SUBMISSIONS*

CHAPTER 1 - EXEMPLARY PROGRAMS AND PRACTICES FOR STUDENT RETENTION

<u>College</u>	<u>Practice</u>	<u>Contact Person</u>	<u>Phone</u>	<u>Page</u>
(a) Retention Strategies				
Conestoga Mohawk	- Student Retention Project	Frank Abel, Abel Information Services	(519)925-6657	2
Mohawk	- Student Success Campaign	Bill Grevatt, Associate Director, Counselling and Career Development Sheila Sim, Director, Academic Planning and Program Development	(416)575-1212 ex. 3030 (416)575-1212 ex. 3204	3
Seneca	- Passport to Success	Patricia Stoll, Dean, Business Studies	(416)491-5050	
Seneca	- The Interim Semester	Jim Streeter, Interim Semester Coordinator	(416)491-5050 ex. 2209	4
Seneca	- English for Academic Purposes	Bill Howorth, Dean, Computer Studies Division	(416)491-5050 ex. 2034	5
b) Programs for Student Success				
Cambrian	- Life Skills Coach Training for Faculty	Carmen Simmons, Coordinator, Life Skills and Marie Tincombe Shaw, Chair, Wabnode Institute/Support Programs	(705)566-8101	7
Conestoga	- Peer Helping and Peer Tutoring	Valerie Allen, Peer Helping Service Administrator or Carol Gregory, Coordinator, Peer Services	(519)748-5220 ex. 337	12
George Brown	- College Program Mentors for Students	Dianne Acey, Student Success Coordinator	(416)944-4509	9
Niagara	- Focus on Success	Elizabeth Ferguson, Director, Student Services	(416)735-2211	
Northern	- Peer Tutoring Program	Peter MacLean, Executive Director of Human Resources	(705)235-3211 ex. 121	11
Seneca	- Tutorial Help Centre	Penny Caceres, Chair, King Campus	(416)833-3333 ex. 5008	
St. Lawrence	- Student Orientation and Retention	President's Office	(613)345-0660	
Humber	- Leadership Training for Student Governors	Rick Bendera, Director, Student Life	(416)675-3111 ex. 4217	

* All items submitted are included in this list. Those which are mentioned in the body of the text are identified by page numbers.

<u>College</u>	<u>Practice</u>	<u>Contact Person</u>	<u>Phone</u>	<u>Page</u>
(c) <u>Articulation</u>				
Durham	- Professional Development Day for Primary, Secondary and Post-Secondary Teachers	Nancy Forrester, Chair 1987, Mary Perkins, Chair 1988/89, Kathy Rhodes, Chair 1990	(416)576-0210	14
Humber	- Articulation with Etobicoke Board of Education	Richard Hook, Vice-President, Instruction	(416)675-3111 ex. 4438	13
Mohawk	- "Connections" Program	Sheila E. Sim, Director, Academic Planning and Program Development	(416)575-1212 ex. 3204	15
Niagara	- Articulation with Niagara County Community College, New York	George Repar, Director, Planning, Research and Development	(416)735-2211	16
Seneca	- Articulation with George Vanier Secondary School	Vicki Milligan, Chair, Articulation	(416)491-5050	13

CHAPTER 2 - EXEMPLARY PRACTICES IN FACULTY AND STAFF DEVELOPMENT

<u>College</u>	<u>Practice</u>	<u>Contact Person</u>	<u>Phone</u>	<u>Page</u>
<u>(a) HRD Committees</u>				
Cambrian	- Staff Development Committee Report and Policy	Richard Mende, Staff Development Coordinator	(705)566-8101 ex. 7268	20
Centennial	- Local Schools (Divisions) Manage Their Own Professional Development - Integrated Human Resource Development as Part of Strategic Planning	Ray Devlin, Executive V.P. Academic Donna Campbell, Director, Staff Development	(416)752-4444 (416)694-3241 ex. 3363	
Durham	- Professional Development Council	Don Sinclair, Executive Director, Human Resources	(416)576-0210 ex. 303	20
Fanshawe	- Cross-College Policy on Professional Development	Ian Kennedy, Staff Development Coordinator	(519)452-4489	
Fleming	Integrated Professional Development Committee	Carolyn Bossi, Brenda Jamieson, Lynda Harries, Jennifer Moore, and Paul Smith, Director, Planning and Staff Development	(705)743-5610	
George Brown	- College Council Report on Professional Development	Ed Ksenych, Faculty, Liberal Studies	(416)867-2087	
Georgian	- Human Resource Development Advisory Committee	Ruthanne Rushton, Director of Human Resource Development	(705)728-1951	
Humber	- Booklet, "Human Resource Development at Humber College"	Roy Giroux, VP, Educational and Faculty Services	(416)675-3111 ex. 4483	20
Loyalist	- Professional Development Quarterly Newsletter (PDQ)	Joe Callahan, Faculty, Communications	(613)962-9501 ex. 360	20
Mohawk	- Professional Development Steering Committee	Stephen Bantoft	(416)575-1212	
Seneca	- Booklet, "Professional Development Growth and Awareness"	Wayne Norrison, Dean of Applied Arts and College Professional Development	(416)491-5050	20
St. Lawrence	- College Committee on Human Resource Development	President's Office	(613)345-0660	
<u>(b) Professional Development Common Hour</u>				
Confederation	- President's Hour	Roy V. Murray, President	(807)475-6110	21
Loyalist	- Professional Development Common Hour	Gerald D. Colford, Dean, Applied Arts, Business and Health Sciences	(613)962- 9501 ex. 357	21

<u>College</u>	<u>Practice</u>	<u>Contact Person</u>	<u>Phone</u>	<u>Page</u>
(c) <u>Faculty Orientation and Training</u>				
Canadore	- Teacher Education Programs	Matt Robillard, Staff Development	(705)474-7600 ex. 364	22
Durham	- Orientation for Coordinators - Orientation Program for New Staff	Joan Homer Lynda Sauriol	(416)576-0210 (416)576-0210	
George Brown	- Visual Arts Department Industry-Oriented Professional Development	E.K.Walker, Chairman, Visual Arts	(416)867-2000 ex. 3322	
Humber	- Instructional Skills - Faculty Seminar Series	Bill Magill and Kathy Mezei, Faculty Starr Olsen, Consultant, Professional Development	(416)675-3111 (416)675-5040	
Seneca	- Faculty Probationary Program	Frank Miller, Chair, Professional Development	(416)491-5050	
<u>Eastern Region</u> - Teacher Development Programs				
Algonquin		Mirvat Azam, Pierre Giroux, Diane Bloor	(613)738-6128	23
Fleming		Dugald McDonald, Paul Smith, Director, Planning and Staff Development	(705)743-5610	23
Loyalist		Ken Brown, Coordinator of Professional Development	(613)962-9501 ex. 222	23
St. Lawrence		Kathy Lawton	(613)345-0660	23
<u>Western Region</u> - Teacher Development Programs				
Conestoga		Grant McGregor, Dean of Business	(519)748-5220	
Fanshawe		Ingrid Hobbs	(519)452-4246	
Lambton		Terry Cameron, Director of Development	(519)542-7751	
Mohawk		Steve Evans, Coordinator of Professional Development	(416)575-1212	
Niagara		Bea Clark, Chair, Western Region Orientation Planning Committee	(416)735-2211	
St. Clair		Cheryl Farrand	(519)966-1656 ex. 372	
Niagara	- Staff Fee for Continuing Education Courses	John Parrett, Registrar	(416)735-2211	
(d) <u>Part-Time Teachers' Programs</u>				
Confederation	- Part-Time Teachers' Support Group	Carol Rusak, Supervisor, Staff Training	(807)475-6382	25
Fanshawe	- Part-Time Teacher Training	Rick Mateer	(519)452-4435	26
George Brown	- In-Service Training for Part-Time Faculty	Tim Klassen	(416)944-4660	25

<u>College</u>	<u>Practice</u>	<u>Contact Person</u>	<u>Phone</u>	<u>Page</u>
Georgian	- Teaching and Training Adults Program	Ruthanne Rushton, Director of Human Resource Development	(705)728-1951	26
Humber	- Part-Time Faculty Development - "Teaching in the Community College"	Starr Olsen, Consultant, Professional Development Programs	(416)675-5040	25 26
Mohawk	- Instructional Techniques Series	Cheryl Wrixon	(416)575-1212	25
Niagara	- Continuing Education Services Professional Development Activities	Bea Clark, Manager, Ontario Skills Development Office	(416)735-2211	26
Sheridan	- Instructional Program for Continuing Education Faculty	Gary Britton	(416)849-2805	26

(e) Curriculum Development Consulting

Fanshawe	- Curriculum Development Consulting	Chris Fliesser	(519)452-4495	26
St. Lawrence	- Curriculum Ideas for General Education	Nathalie Sorensen, Communications and General Studies	(613)345-0660	28

(f) Mentoring

George Brown	- Buddy System and New Faculty Orientation, School of Hospitality - Hospitality Training Manual Series	Dorothy Ellis and Brian Cooper, Chairs, School of Hospitality Brian Cooper and GBC Press	(416)867-2231	31 31
Humber	- Health Science Mentorship Program	Roxanne Stady, Consultant Professional Development	(416)675-5040	30
Seneca	- Job-Shadowing and Mentoring Programs	June Kingshott, AAAC	(416)944-4621	

(g) Support Staff

Cambrian	- Professional Development Leave for Support Staff	Richard Mende, Coordinator of Staff Development	(705)566-8101 ex. 7268	
Centennial	- Support Staff Orientation Pilot Project	Ruth Hopper, Consultant, Staff Development	(416)694-3241 ex. 3378	32
Confederation	- Staff Training and Development Department	John Hatton, Manager, Staff Training and Development	(807)475-6379	
Durham	- Management Centre Courses for Staff	Sharon Babbs	(416)576-0210	
Fanshawe	- Physical Resources Staff Training	Phil Arnsby	(519)452-4440	35
George Brown	- Job Effectiveness Training for Support Staff	Maria DeNotaris, Project Coordinator Job Effectiveness Training	(416)867-2000 ex. 3293	33
Georgian	- Support Staff Network - Changing Careers	Ardith Noble, Staff Consultant	(705)728-1951 ex. 600	32
Humber	- Support Staff Appreciation Week	Ruth McLean, Chair, Professional Development	(416)675-5040	35

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Lambton	- Career Development Programs	Terry Cameron, Director of Development	(519)542-7751	33
Mohawk	- Workshops for Physical Plant Staff - Staff Development Programs for Support Staff and Administrators	Richard Court Preston Merrill	(416)575-1212 (416)575-1212	35
Niagara	- Support Staff Professional Development	Fred Habermehl, Executive Dean	(416)735-2211	
Seneca	- "English in the Workplace" for Custodial Staff	John W. B. Coulter, Director, Physical Resources or Eileen Coates, Chair, Professional Development	(416)491-5050	34
Seneca	- College Professional Development Program - Workshops for Support Staff	Nancy Athey, Chair, Professional Development	(416)491-5050	
Sheridan	- Annual Office Administration Professional Development Day (all Metro Colleges)	Lynne Watson	(416)459-7533 ex. 245	
Fleming	- Professional Development Day for Support Staff	Judy Scanlan	(705)743-5610	
St. Lawrence	- Management Internship Programs for Support Staff	President's Office	(613)345-0660	

(h) Employment Equity and Affirmative Action

Cambrian	- Equity Program	Patricia Kallio, Coordinator, Education and Employment Equity	(705)566-8101	36
Confederation	- Equity Program	Irene Mitchell, Coordinator, Education and Employment Equity	(807)475-6417	39
Fleming	- Employment Equity Through Staff Development	Barry Matheson, Director of Personnel	(705)743-5610	
Humber	- Pay (Employment) Equity	Sandra DiCresce	(416)675-3111 ex. 4571	39
Loyalist	- Quinte Education and Employment Equity Network	Lesley Forrester, Coordinator, Education and Employment Equity	(613)962-9501 ex. 337	39
Seneca	- Equity Program	Mary Ryan, Coordinator of Education and Employment Equity	(416)491-5050 ex. 2080	
Sheridan	- Equal Opportunity Centre	Wendy Vermeersch	(416)845-9430 ex. 808	

(i) Career Opportunities for Women

Algonquin	- Career Development Plan	Pauline Blais	(613)727-7661	41
Cambrian	- Management Skills Development for Female Employees	Patricia Kallio, Coordinator, Education and Employment Equity	(705)566-8101 ex. 7235	42

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Centennial	- Administrative Development for Faculty and Staff (Women)	Simmy Hyman	(416)752-4444 ex. 4316	42
Fanshawe	- Internship/Skills Development for Women Employees	Colleen Evetts	(519)452-4201	42
Humber	- Womens' Educational Council	Doris Tallon, Executive Assistant to the President	(416)675-3111 ex. 4232	42
	- Career Planning for Employees and Their Supervisors	Sandra DiCresce, Coordinator, Education and Employment Equity	(416)675-3111 ex. 4571	41
Loyalist	- Career Pathways - Career Seminars	Lesley Forrester, Coordinator, Education and Employment Equity	(613)962-9501 ex. 337	40

(j) Personal Development Plans

Centennial	- Administrators' Development Plans	Donna Campbell, Director, Staff Development	(416)694-3241 ex. 3363	43
Fleming	- Individual Professional Development Plans	Paul Smith, Director, Planning and Staff Development	(705)743-5610	43
Lambton	- Faculty Teaching Development Plan	Terry Cameron, Director of Development	(519)542-7751	42
Mohawk	- Faculty Development Review	Keith Nixon	(416)575-1212	44
Sault	- Professional Development Profile - Professional Development Tracking System	Warren Robertson	(705)759-6774	44 44

(k) Showcases, Workshops

Algonquin	- Spring Professional Development Programs - School of Applied Arts "Fête Entre Nous"	Mirvat Azam Janet Paterson	(613)738-6128 (613)598-4525	45 46
Cambrian	- Faculty Development Workshop Series	Richard Mende, Staff Development Coordinator	(705)566-8101	46
Confederation	- Staff Development Seminars	John Hatton, Manager, Staff Training and Development	(807)475-6379	46
Durham	- "Our Turn to Learn"	Nancy Forrester	(416)576-0210	45
Fanshawe	- Tutorial Week	Ian Kennedy	(519)453-4489	45
Fleming	- Comprehensive and Integrated Series of In-House Workshops - Professional Development for Community Health Professionals - Facilitating Innovative Seminars	Brenda Jamieson, Lynda Harries Carol Mazeikis Ralph Wood	(705)743-5610 (705)743-5610 (705)743-5610	45 46 46
Loyalist	- Professional Development Week	Betty Warren, Chair, Support/Admin. Professional Development Committee	(613)962-9501 ex. 280	45

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George Brown	- Professional Development Skills Upgrading for Visual Arts Faculty	Earl Walker, Chairman of Visual Arts	(416)867-2011	
Georgian	- Georgian Day	Ruthanne Rushton, Director of Human Resource Development	(705)728-1951	45
	- Great Teachers' Seminar	Judy Thomson, Ruthanne Rushton	(705)728-1951	47
Grant McEwan	- Canadian Rockies Great Teachers' Seminar	Joyce Benders	(403)441-4872	47
Humber	- Innovative Practices Showcase	Ruth McLean, Chair, Professional Development and Starr Olsen, Consultant, Professional Development	(416)675-5040	45
	- Faculty Seminar Series			46
	- The Great Educational Debate	Starr Olsen	(416)675-5040	
	- Quest for Quality Conference	Siem Vandenbroek	(416)675-3111	46
	- Metro Colleges Math Association		ex. 4379	
Mohawk	- May-June Workshop Series	Steve Evans, Coordinator of Professional Development	(416)575-1212	45
Niagara	- Great Teachers' Seminar	Fred Habermehl, Executive Dean	(416)735-2211	48
	- Professional Development Week			45
Seneca	- Spring Festival	Wayne Norrison, Dean of Applied Arts and College Professional Development	(416)491-5050	45
Sheridan	- Institute for Professional Education	Peter Brown	(416)845-9430 ex. 362	

(l) Degree Programs

Durham	- Central Michigan University/Durham College Masters of Education Program	Michelle Nichols, Dean, Continuous Learning	(416)576-0210	49
Fanshawe	- Central Michigan University M. Ed. Programs	Ian Kennedy, Manager, Staff Development Services	(519)452-4489	49
Humber	- M.A. (CMU and OISE)	Rick Bendera, Director, Student Life	(416)675-3111 ex. 4217	49
	- University Undergraduate Education York University/Atkinson College	Valerie Hewson, Admin. Assistant to the VP, Educational and Faculty Services	(416)675-3111	48
	- Ph. D Program (Michigan State University)	Roy Giroux, VP, Educational and Faculty Services	(416)675-3111 ex. 4438	50
Mohawk	- Tuition Assistance for Post-Secondary Credit Courses	Preston Merrill	(416)575-1212	50
Seneca	- M. Ed./Adult Education with Brock University	Frank Miller, Chair, Professional Development	(416)491-5050	49

(m) Exchanges, Secondments and Professional Development Leaves

Algonquin	- Professional Development Leave, Policies and Procedures	Mirvat Azam	(613)738-6128	
	- Staff Update and Renewal	Mirvat Azam	(613)738-6128	

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Cambrian	- Secondment Invitation - Professional Development Leave for Support Staff	Larry Bouchard Julie Menard, Health Nurse	(705)566-8101 (705)566-8101 ex. 7279	53
Centennial	- Work Education Leave	Donna Campbell, Director, Staff Development	(416)694-3241 ex. 3363	53
Fanshawe	- Professional Development Leave Policy	Ian Kennedy, Staff Development	(519)452-4489	
George Brown	- External Secondments	Sally Layton, Director, Human Resources	(416)867-2000	51
Georgian	- Professional Development Leave	Ruthanne Rushton, Director of Human Resource Development	(705)728-1951	
Humber	- Professional Development Secondments - Exchanges	Ruth McLean, Chair, Professional Development Starr Olsen, Consultant, Professional Development	(416)675-5040 (416)675-5040	52 51
Loyalist	- Mini Sabbaticals, Faculty and Support Staff	Gerald D. Colford, Dean, Applied Arts, Business and Health Sciences	(613)962-9501 ex. 357	52
Niagara	Niagara Plan: Alternative Work Experience for Faculty, Counsellors and Librarians - Niagara Plan: Alternative Work Experience for Administrative and Support Staff	J.P. Robarts, President J.P. Robarts, President	(416)735-2211 (416)735-2211	54 54
Sault	- Secondments - Great Personnel Manager	Kenneth Robb	(705)759-6774	
Seneca	- College Exchange Program Between Canada and the U.S. - Professional Development Leaves, Secondments and Prepaid Leave Plans	Frank Miller, Chair Professional Development Frank Miller, Chair, Professional Development	(416)491-5050 (416)491-5050	50 50
St. Clair	- Reduction of Assigned Faculty Workload for Professional Development Purposes	Jay Ertel, Chair, Applied Arts, Business and Technology (Thames Campus)	(519)354-9100 ex. 255	53

(n) Retirement Programs

Algonquin	- Early Retirement Incentive Program (Voluntary Separation)	Chris Warburton	(613)727-7660	57
Centennial	- Pre-Retirement Program and Alumni Association	Ruth Hopper	(416)694-3241 ex. 3378	56
Fanshawe	- Early Retirement Incentive Program	Peter Myers	(519)452-4246	56
Fleming	- Early Retirement Program - Retirees' Club	Barry Matheson, Director of Personnel	(705)743-5610	57 56
Sault	- Retirees' Club	Gerry McGuire, Director, Human Resources and Student Services	(705)759-6774 ex. 693	55

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(o) <u>Teaching Excellence Awards and Staff Recognition</u>				
ACCC	- Innovation in Teaching Award - Spotlight Awards	Suzanne Robinson, Program Development, National Services	(416)489-5925	59
Algonquin	- Laurent Isabelle Award for Teaching Excellence	Raymonde Hanson	(613)727-7703	59
Canadore	- Canadore Teaching Excellence Award	Matt Robillard, Staff Development	(705)474-7600 ex. 364	59
Centennial	- George Wicken Teaching Excellence Award	Nell Waldman, Associate Dean, English	(416)694-3241	59
Conestoga	- Aubrey Hager Award for Teaching Excellence	Pat Keegan, Chair of Selection Committee	(519)748-5220	59
Confederation	- Employee Recognition Program	W. Tocheri, D. Demeo	(807)475-6268 or (807)475-6262	57
Humber	- Distinguished Support Staff Award - Distinguished Faculty Awards - Distinguished Administrator Awards - League for Innovation "Innovator of the Year" Award	Doris Tallon, Executive Assistant to the President	(416)675-3111 ex. 4232	58 59 59 60
Mohawk	- President's Award for Excellence	Keith McIntyre, President	(416)575-1212	57
Seneca	- Staff Recognition Awards and	Wayne Norrison, Dean of Applied Arts and College Professional Development	(416)491-5050	58
St. Lawrence	- Award of Excellence - "Small Wins" List	President's Office Cathrine Maskell, Communication Officer	(613)345-0660 (613)345-0660 ex. 3211	58 58
(p) <u>Programs for Employee Health and Well-Being</u>				
Cambrian	- Occupational Health and Safety Committee	Mary Jane Veinott	(705)566-8101	61
Canadore	- Employee Assistance Program	Richard Beauchamp	(705)474-7600 ex. 333	61
Durham	- Free Fitness Membership	Don Sinclair, Executive Director, Human Resources	(416)576-0210	61
Fleming	- Employee Assistance Program - Hepatitis "B" Immunization Program	Barry Matheson, Director of Personnel	(705)743-5610	60 61
Humber	- Fitness Programs - Sports Medicine Clinic - Wellness Seminars	Doug Fox, Associate Director, Facilities	(416)675-3111 ex. 4456	61
Seneca	- Fitness and Recreation - Women's Wellness Weekend - Employee Assistance Program	Ron Weese Shirley Blaine Anne McKeown, Consultant	(416)491-5050 ex. 3111 (416)491-5050 ex. 3079 (416)968-2177	61 61

CHAPTER 3 - EXEMPLARY PRACTICES THAT SERVE NON-TRADITIONAL CLIENTELE

<u>College</u>	<u>Practice</u>	<u>Contact Person</u>	<u>Phone</u>	<u>Page</u>
<u>(a) Programs for Students with Special Needs</u>				
Centennial	- Special Needs Sensitization	David Robertson, Coordinator Counselling and Special Needs	(416)694-3241 ex. 3279	63
Humber	- Special Needs Office	Joy Trenholm, Special Needs Coordinator	(416)675-3111 ex. 5090	64
Niagara	- Family Life Education for Persons with Developmental Handicaps - Applied Behaviour Analysis Series	Gail Hilyer, Director, Continuing Education	(416)735-2211	
Northern	- Assistance for Teachers with Visually Impaired Students - Special Needs Handbook	Peter MacLean, Executive Director of Human Resources	(705)235-3211 ex. 121	64 64
Seneca	- Special Needs Office	Arthur Burke, Director of Special Needs	(416)491-5050 ex. 2131	64
St. Lawrence	- Special Needs Counsellor	President's Office	(613)345-0660	64
<u>(b) Programs for Native People</u>				
Confederation	- The Native Student: A Conference for Educators	John Hatton, Manager, Staff Training and Development	(807)475-6379	66
Loyalist	- First Nations Technical Institute Program	Gerald D. Colford, Dean, Applied Arts, Business and Health Sciences	(613)962-9501 ex. 357	65
Northern	- Native Students' Orientation and Assistance	Peter MacLean, Executive Director of Human Resources	(705)235-3211 ex. 121	65
Sault	- Training for Faculty to Work with Native Canadians	May O'Donnell	(705)949-2050	66
<u>(c) Francophone Programs</u>				
Algonquin	- Programme de Formation Pédagogique pour Maîtres-Enseignants Francophones des Collèges Communautaires de l'Ontario - Language Development for Staff in French or English	Pierre Giroux, Consultant, Educational Services Marielle La Belle, Language Skills Development	(613)738-6128 (613)727-7632	66 66
Cambrian	- Orientation for French Students	Michel Blanchard	(705)566-8101 ex. 7507	67
Northern	- Language Development Program	Peter MacLean, Executive Director of Human Resources	(705)235-3211 ex. 121	67

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(d) International Development Programs				
Conestoga	- International secondments	Larry Rechsteiner	(519)748- 5220	70
Fanshawe	- International Education Opportunities	Carol Barker	(519)452-4296	69
Niagara	- Niagara College/Changsha Vocational University Training	George Repar, Director, Planning Research and Development	(416)735-2211	69
Humber	- Indonesian Fellowship Program	Michael Harper, Director of International Projects	(416)675-3111 ex. 4473	68
Seneca	- International Health Services Program	Lynne Lofquist, Chair, Health Sciences	(416)491-5050 ex. 4015	
Sheridan	- International Outreach	June Ross	(416)845-9430 ex. 868	70
St. Clair	- Participation in International Education Projects	Gaston Franklyn, Vice-President, Academic (South Campus)	(519)972-2705	70
St. Lawrence	- International Exchange Programs	President's Office	(613)345-0660	70

CHAPTER 4 - EXEMPLARY PRACTICES IN MANAGEMENT AND ORGANIZATIONAL DEVELOPMENT

<u>College</u>	<u>Practice</u>	<u>Contact Person</u>	<u>Phone</u>	<u>Page</u>
<u>(a) Management/Leadership Development</u>				
Algonquin	- Visionary Leadership Program and Organization Innovation	Al Link, Professor, Department of Business	(613)735-4704 or 4715	75
Durham	- Orientation for Program Coordinators	Joan Homer	(416)576-0210	77
<u>Eastern Region</u>	- ERMADEP Management Development Program	Pierre Giroux, Algonquin College	(613)738-6128	71
Fanshawe	- Workshop 2000 for Administrators	Barry Moore, President	(519)452-4200	74
Fleming	- Leadership Development Program for College Leaders	Paul Smith, Director, Planning and Staff Development	(705)743-5610	76
Humber	- Academic Administrator Training for Faculty Evaluation	Blair Carter, Chair, Developmental Centre	(416)675-3111 ex. 4099	74
Lambton	- Management Development	Terry Cameron, Director of Development	(519)542-7751	75
<u>Metro Colleges</u>	- Network '89: Professional Development Opportunities for Chairs	Ruth McLean, Chair, Professional Development	(416)675-5040	74
Mohawk	- College Leadership Development Program	Steve Evans, Coordinator of Professional Development	(416)575-2198	74
	- Management Training for Coordinators	Rick MacDonald	(416)575-1212	77
Sault	- "Brown Bag Lunches" Management Training	Gerry McGuire, Director, Human Resources and Student Services	(705)759-6774	75
Seneca	- Administrative Development	Nancy Athey, Chair, Professional Development	(416)491-5050	
Sheridan	- Coordinators' Planning Day	Rick Henderson, Chair, School of Fashion and Merchandising Arts	(416)845-9430 ex. 273	77
St. Lawrence	- Management Internship Programs for Faculty and Support Staff	President's Office	(613)345-0660	
<u>Western Region</u>	- Western Region Management Development	Bea Clark, Niagara College Representative	(416)735-2211	73
<u>(b) Strategic Planning</u>				
Centennial	- Strategic Planning as a Tool in Organizational Development	Margaret Kende, Executive Director, Strategic Management & Planning	(416)439-7180 ex. 2326	77
George Brown	- The Dean's Advisory Committee, School of Business	Jim Ross, Dean, School of Business	(416)867-2129	80
Humber	- CHELT: Multicultural Strategic Planning Case Study	Ruth McLean, Chair, Professional Development	(416)675-5040	79

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(c) Research and Development

Algonquin	- Innovation Fund	Mirvat Azam, Consultant, Educational Services	(613)738-6128	82
Fanshawe	- R&D Funding	Ian Kennedy, Staff Development	(519)452-4489	82
Humber	- Instructional Development Grants	Roxanne Stady, Consultant, Professional Development	(416)675-5040	82
Mohawk	- R&D Committee	George Leuddeke	(416)575-1212	82
Sheridan	- Research and Development	Harv Honsberger, Director of Instructional and Human Resource Development	(416)845-9430 ex. 306	80

(d) Fund Raising for Human Resource Development.

Durham	- Scholarship and Bursary Fundraising Dinner	Dick Snowden, Director of Student Services	(416)576-0210 ex. 248	83
George Brown	- Public Relations "Taste of Canada"	Brian Cooper, Chair, Hospitality	(416)867-2231	83
	- Externship for Student Scholarship Development	Wendy Jones, Hospitality	(416)867-2235	83
	- Facility Development	Brian Cooper, Chair, Hospitality	(416)867-2231	83

CHAPTER 5 - EXEMPLARY PARTNERSHIPS IN TRAINING WITH BUSINESS, INDUSTRY AND COMMUNITY SERVICES

<u>College</u>	<u>Practice</u>	<u>Contact Person</u>	<u>Phone</u>	<u>Page</u>
(a) <u>Service Contracts</u>				
Conestoga	- MSD/Toyota Training Agreements	Deborah Weickert, Project Manager	(519)653-8097	86
	- GM/Suzucki project, Welding Tech, Robotics	A. Martinek	ex. 40 (519)748-5220 ex. 236	87
Confederation	- Inter-Agency Education Organization	Carol Rusak, Supervisor, Staff Training	(807)475-6382	89
George Brown	- Multicultural Workplace Programs	Irene Adler, Manager, Client Services	(416)867-2274	87
Humber	- Business and Industry Service Centre	Kris Gataveckas, Vice-President, Development	(416)675-3111 ex. 4274	
Mohawk	- Partnerships in Training and Technology	Barbara Belbeck, Director of Development	(416)575-2218	87
Niagara	- Niagara Regional Training Plan	Gail Hilyer, Director, Continuing Education	(416)735-2211	89
(b) <u>Externships</u>				
Algonquin	- Professional Development Leave	Mirvat Azam	(613)738-6128	
Centennial	- Renewal Plan Human Resources	Donna Campbell, Director, Staff Development	(416)694-3241 ex. 3363	91
Durham	- Train the Trainer Programs	Nancy Forrester, Professional Development Council	(416)576-0210	
George Brown	- HRD Hospitality Externship	Dorothy Ellis, Chair, Hospitality	(416)867-2231	91
Niagara	- Traineeships with Automotive Parts Manufacturers	Bea Clark, Manager, Ontario Skills Development Office	(416)735-2211	91
Seneca	- Business Visitation Program for Computer Studies Faculty	Bill Howorth, Dean, Computer Studies Division	(416)491-5050	90
	- Seneca/Flair Magazine Joint Fashion/Beauty Symposium	Terry Verity	(416)491-5050 ex. 2161	
St. Clair	- Practical Experience in the Preparation of Income Tax Returns for Low Income Individuals and Senior Citizens	Neil Chartrand (South Campus)	(519)966-1656	92
	- Clinical/Practical Placement Experience, Developmental Service Worker Program	Barry Van Biesbrouck, Chair, Social Services (Thames Campus)	(519)345-9100 ex. 240	92
	- Design and Presentation of Training Seminars for Industry	Kurt Moser, Chair, Mechanical and Machine Programs (South Campus)	(519)966-1656 ex. 402	92
	- Membership on Steering Committees to Establish Training Requirements for Industry	Kurt Moser, Chair, Mechanical and Machine Programs (South Campus)	(519)966-1656 ex. 402	92

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St. Clair	- Participation in Provincial College Curriculum Committees	Jerry Ducharme, Chair, Automotive and Service Trades	(519)966-1656 ex. 403	92
	- Trades Updating and Participation in Seminars Offered by Automotive Manufacturers	Jerry Ducharme, Chair, Automotive and Service Trades	(519)966-1656 ex. 403	92

CHAPTER 6 - EXEMPLARY PRACTICES IN COMPUTER APPLICATIONS

College	Practice	Contact Person	Phone	Page
(a) Computer Technology as a Tool for Staff Development				
Algonquin	- CD-ROM as a Research Aid for Faculty	Linda Stillborn and Rose Anne Leonard, Computer-Based Learning	(613)738-6128	95
	- Computer Literacy Program	Mirvat Azam	(613)738-6128	
	- What the Computer Based Learning (CBL) Network Can Do for You!	Linda Stillborn and Rose Anne Leonard, Computer Based Learning	(613)738-6128	97
Canadore	- Supporting the Implementation of Computer Technology	Fred Knight, Media Services	(705)474-7600	94
Confederation	- Computer Purchase Plan	John Hatton, Manager, Staff Training and Development	(807) 475-6379	94
Durham	- Professional Development Sponsored Computer Training for Faculty	Don Sinclair, Executive Director, Human Resources	(416)576-0210 ex. 303	
George Brown	- Academic CAL (Computer Assisted Learning) Centre	Peter Goulding, Michael Tumpane and Anita Watkins	(416)944-4640	96
Niagara	- Computer Professional Development Week	Beth Weldon, Director, Management Information Systems	(416)735-2211	
Seneca	- Computer Training for Faculty	Tom Manning, Director, Micro-Computer Support Centre	(416)491-5050	
Sheridan	- Research to Develop Guidelines for Learner/Computer Interaction	Bob Jones, Coordinator, Courseware Design and Production	(416)854-9430 ex. 474	98
	- Research to Develop Computer-Based Learning Materials		(416)854-9430 ex. 474	98
St. Clair	- Development and Delivery of Professional Development Workshops on Microcomputer Applications by Faculty Members for their Peers	Toli Sapoleff (South Campus)	(519)966-1656	98
	- Development of Workshops in CNC Instruction by Faculty Member to Update Fellow Colleagues	David Wood (Thames Campus)	(519)345-9100	98
(b) Program-Specific Applications				
George Brown	-Technology Learning Centre: A Student-Centered Approach to Training	P. Richard Smith, Chair, Computer Science and Engineering Technology, VISTA Centre	(416)944-4376	100
Seneca	- The Benefits of Using the VAX in a Technical Writing Programme	Peter Myers, English and Communications	(416)491-5050	99
Humber	Computer Applications in Nursing	Betty Todd and Sylvia Bolte-Borg, Professors, Health Sciences	(416)675-3111 ex. 4342	101

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(c) Partnerships with Industry

George Brown	-VISTA (Venture in Skills and Technology Advancement)	P. Richard Smith, Chair, Computer Science and Engineering Technology and Paul Stevens, Coordinator of Computer-Aided Engineering	(416)944-4376 (416)944-4382	102
George Brown	- An Innovative Partnership in Pre-Apprenticeship Training for Women	Brenda Bennett, Senior Consultant, Office of Computer-Based Development	(416)944-4636	103

(d) Innovations in Instructional Delivery

George Brown	- Distance Delivery Using a Group Teleconferencing System	Brenda Bennett, Senior Consultant, Office of Computer-Based Development	(416)944-4636	104
Humber	- Computer-Assisted Interactive Video Instruction	Betty Todd , Health Sciences Division Bob O'Meara, Coordinator, CBL Project	(416)675-3111 ex. 4342 (416)675-5040	105